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TR-77-A19

Standards for Establishing Grades of Army Assignments and for Conversion of Officer Positions/Duties to Enlisted Positions/Duties

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by

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Duty Module concept is a recently developed system for grouping job tasks into a more meaningful entity. It is based on clustering tasks that go together occupationally and logically in order to represent jobs with more specificity than is possible when using the MOS system and with more simplicity than the task description system affords. This relatively new concept is still in the research stage, and various possibilities for its use are being explored. → next page		

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20. This report considers methods of converting officer positions to enlisted ones. Current criteria for allocating proper officer or enlisted grades to positions cannot readily be changed. However, reengineering of specific positions by using Duty Modules is possible, using a Decision Logic Tree Model developed for this project. Procedures for this reengineering are described and an example given in detail. Examples are also given of positions that do not lend themselves to successful conversion by this means. Quantitative evaluations of the tasks comprising position assignments indicated no significant relationships between grade and number of tasks in a Duty Module, number of Duty Modules in a position, or criticality of the Duty Modules. Level of performance was significantly related to grade, but with many exceptions which inhibit practical utilization.

In general, Duty Modules need modification to be used for specifying proper position grades. However, Duty Modules in their present form can be used for reengineering officer positions and for conversion from officer to enlisted status, particularly in TD units.

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FINAL REPORT

Standards For Establishing Grades of Army Assignments
And For Conversion of Officer Positions/Duties to
Enlisted Positions/Duties

CHAPTER 1. Review of Techniques for Reducing Personnel Spaces

I. INTRODUCTION

The purpose of the project is to develop a methodology for converting officer positions to enlisted positions in sufficient quantity to meet a planned reduction of 4,400 officer positions by end of FY 80.

There are various ways in which this goal could be reached, among them the following:

- a. Reduce officer authorizations by the required number through manpower management techniques.
- b. Reevaluate a variety of officer positions to determine if some may be graded down into the enlisted ranks.
- c. Reengineer officer positions so that tasks requiring a lesser degree of skill and knowledge and which do not require command authority can be withdrawn from a group of officer positions and recombined into one or more enlisted positions.

The first three months of the project were spent in studying the first two possibilities listed above, and discarding them as neither feasible nor desirable for reducing the current officer strength to meet the planned goal.

II. MANPOWER MANAGEMENT

Manpower management encompasses a well-recognized set of procedures devised from the Army's overall management program. AR 570-4, Manpower Management, 17 Nov 1975 contains the scope, definitions, and authorities for the overall program. Manpower Surveys and work measurement are now

standard techniques employed at almost all levels of command to establish minimum manpower requirements for the various missions of the Army's units. Manpower Staffing Guides are published in DA pamphlets of the 570-500 series as a technique for determining manpower requirements in TD units under normal operating conditions. Similar manpower criteria for TO units are contained in AR 570-2 in The Army's Authorization Document System (TAADS).

A close examination of these ARs, Staffing Guides, and other documents, however, indicates that they are not suitable for converting officer positions to enlisted positions. In the first place, the aim of manpower management is to establish the minimum number of personnel needed to accomplish an assigned mission or partial function of that mission. This nets a certain number of personnel spaces without regard to grade. For example, if 18 personnel spaces are determined to be the minimum required to perform function "X", the end product of manpower management is attained. Those spaces can be used to authorize all officers, all enlisted, all civilians, local hire labor, etc., or, more generally, a combination of two or more of these categories of personnel. The grading or evaluation of these positions is arrived at by reference to other standards and criteria not originating in the Manpower Management program.

While it is true that Manpower Staffing Guides show position classifications and grades, these have been drawn from other regulations that control military and civilian position classification and grading, namely AR 611-101, AR 611-112, and AR 611-201 for military positions and Civil Service regulations for GS and WB positions. The Staffing Guides are careful to point out that they do not authorize either grades or position classification, merely reflect what is authorized in other documents. Even the Yardsticks, which show the total number of personnel authorized per unit of workload in accord with the engineered or statistical standards developed through manpower surveys, are essentially guides to be modified as local conditions vary from the standard.

It becomes apparent that, while a change in the number of officer positions authorized would eventually be reflected in the Staffing Guides, such changes cannot be initiated by the guides.

III. POSITION DESIGNATION

The first step in formulating an organization is stating the mission of the unit. From this and engineered work standards, a total personnel authorization and a rough organization can be constructed. After these steps, it is necessary to designate some of the positions as officer, the balance then being allocated to enlisted in the case of TO units; or to civilian, enlisted and local hire labor in the case of TD units. Position designation, then, is a basic step in compiling the total Army authorization for officer positions, and if changes could be made in the system, they would be reflected in a raised or lowered total number of officer positions.

Basic criteria have been established to designate a position as "officer" by AR 310-31, and those not meeting these criteria are allocated to enlisted or civilian status. These criteria are:

- (1) Exercise of disciplinary powers that include administration of judicial punishment, UCMJ.
- (2) Command of platoon and higher level units.
- (3) Service as staff officer and assistant staff officer of a unit staff, special staff, or general staff.
- (4) Service as a motor officer, communications officer, liaison officer, or in a similar capacity involving a comparable standard or special function.
- (5) Service as an assistant to a commissioned officer in a position that requires the same types of skills and knowledge.

If your aim is to reduce the officer position authorization by 4,400, you could assume that errors have been made in the application of these criteria and that correct application of the criteria could yield a redesignation of the required number of positions; or you could change the criteria to be more selective.

The possibility of errors, however, seems unlikely to any appreciable extent. Position authorizations are carefully prepared and reviewed by numerous headquarters and study groups up through the Department of Army. Furthermore, a program of continuous revision and modification of both TO and TD is ongoing, and any errors in position designation would be picked up in the next cycle of revision.

There remains then the possibility of changing some of the criteria, but this does not look too promising either. The first three criteria are fundamental to the establishment and maintenance of an officer corps, and are based in national law; specifically Title 10 of the US Code. The last two are less grounded in law and might offer some possibility of modification. Number 4 authorizes a group of technical jobs as officer positions including primarily motor officer, communications officer, and liaison officer, and elimination of one or all of these would undoubtedly reduce officer position authorizations. However, a detailed examination of organizational documents which authorize these types of positions reveal a number of insurmountable difficulties in this approach. Elimination of all of them would reduce the officer position authorization far beyond 4,400. Elimination of one of the jobs, say communications officer, would put you squarely against the basic principle of "Equal Pay For Equal Work," as the positions have been grouped on the basis of a similar level of responsibility and skill. Elimination of some of the communications officers, but not all of them, presumably those with lesser overall job requirements, might be a possibility. But this seems to have already been done. Those communications and motor officer positions which do not require command authority, have smaller supervisory workload and other reduced requirements, and have already been reclassified to Warrant Officer status. While this may be a gain in overall position management, it is not of any assistance in reducing officer positions both by law and by budgetary practice, so a change of positions from one category to another does not change the officer position count at all.

Criterion number 5, which authorizes assistants to commissioned officers, likewise presents some difficulties as a means of reducing authorizations. A review of manning tables reveals that most "assistant" positions are deputy commanders, executive officers, assistant commandants, and the like. They have usually been authorized to accomodate a mission that entails 24-hour-a-day operation, and the assistant carries the full weight of the commander's position when he is acting chief. If 24-hour-a-day operation is not required, or other special conditions are not present, the authorization of the position is not needed at all. If an assistant position is authorized in such a case, it is the job of the organizational document maker or the manpower manager to eliminate the position, rather than change it to enlisted status. In any case, it is not a problem for research.

In summary, modification of the criteria which designate positions as either enlisted or officer would seem to be neither feasible nor desirable in a program to reduce the officer position authorization by 4,400 positions.

IV. JOB EVALUATION

The principal purpose of any job evaluation plan is to provide a logical and systematic method of determining the relative values of the positions within an organization. Once this judgemental determination has been made, equitable monetary values for the positions can be determined by various statistical means. Prior to World War II, the Army did not have a formal, organized system of job evaluation. Positions were graded largely on the basis of organizational echelon with an overall control maintained through budget authorizations. Local adjustments could be made by a unit commander without regard to other units as long as the budget authorization was not exceeded. In the post war major overhaul of the military personnel management system, however, specific grade standards, first for enlisted positions and subsequently officer personnel, began to appear in Army Regulations. These standards were refined based on research and the development of new techniques, and as judgement and

experience revealed inequities. The basic principle underlying all job evaluation systems, of course, can be rather simply stated as "Equal Pay For Equal Work," and while varying systems have differing factors and a host of statistical formulae for summarizing factor ratings and translating them into a single pay grade, the basic principle of all remains identical.

Current Army job evaluation systems are contained in AR 601-101, Commissioned Officer Specialty Classification System, 15 Nov 1975, for officer positions; and AR 611-201, Enlisted Career Management Fields and Military Occupational Specialties, 1 Jan 1974. By and large, both systems contain a set of factors, e.g., "Job Responsibility" or "Job Skills and Knowledges Required," and a statistical device for summarizing the factor ratings for a position and allocating a specific pay grade.

The factors used in the enlisted job evaluation systems are shown in Figure One. These factors are used to rate a specific job and the results are summarized into Standards of Grade Authorization, MOS by MOS, in AR 611-201. While of general interest, they are not particularly germane to the problems of reducing grades of officer positions.

Specifically, the officer job evaluation system, which is germane to an officer reduction problem has a number of evaluation factors and sub-factors as follows:

- (1) Organization Setting
 - a. Organizational Level
 - b. Magnitude of Organizational Responsibility
 - c. Level of Position Within Organization
- (2) Positional Responsibility/Authority
 - a. Type of Position
 - b. Magnitude of Supervisory Responsibility
 - c. Independence
 - d. Communication Demands
 - e. Lateral Points of Contact
 - f. Auxiliary Responsibility/Authority

- (3) Criticality to Organizational Mission
 - a. Effect of Errors
 - b. Effect on Future Organization Effectiveness
- (4) Skills and Knowledge Required
 - a. Formal Education
 - b. General Military Educational Development
 - c. Unique Specialty Training
- (5) Grade Balance

As these are rather general in nature, they are supplemented by a set of tables listing types of jobs and exact grades for officer positions in various units. An example of one of these tables, that for the position of unit commander, is shown on the following two pages as Table 1.

A close examination of the Army's officer job evaluation system shows a number of characteristics that preclude using it to reclassify some 4,000 officer jobs into enlisted positions.

First, the system has been designed to place into an hierarchical structure, positions which have already been designated as officer positions. It has not been designed to reallocate officer positions out of the system into the enlisted ranks. It might be possible to take some officer positions, largely those which do not require the exercise of command authority, and convert them to civilian status at an equivalent pay range. However, this is not the purpose of the exercise.

Secondly, although some of the factors could be changed so that higher requirements had to be met for the lower grades in the officer structure, such action would present numerous difficulties. For example, replacing second lieutenants occupying positions having minimum requirements with non-commissioned officers would reduce or eliminate positions available for newly commissioned officers on completion of initial training, in numbers greater than most of the officer career specialties could absorb. If, on the other hand, an attempt is made to compensate by lowering some of the upper graded positions to provide entry level assignments, in

JOB EVALUATION WORKSHEET

MOSC _____ DUTY POSITION TITLE _____

FACTOR	LEVEL	WEIGHT
1. KNOWLEDGE		
2. SUPERVISION		
3. CONCENTRATION		
4. FREEDOM OF ACTION		
5. PHYSICAL EFFORT		
6. COMBAT EXPOSURE CONSTANT	X	1.859
7. RESOURCEFULNESS		
8. MATERIAL RESOURCES		
9. PHYSICAL SKILLS		
10. JOB CONDITIONS		

Subtotal B

JOB SCORE (A-B)

GRADE

Current Grade _____ Analyst _____

Recommended Grade _____

ANALYST'S COMMENTS concerning agreement or variances between job evaluation results and current versus recommended grade.

Figure 1

12 May 1976

C 1, AR 611-101

**COMMANDING GENERAL
COMMANDING OFFICER
UNIT COMMANDER**

Line number	Organization	(Position)										Comments
		Grade authorization										
		GEN	LTG	MG	BG	COL	LTC	MAJ	CPT	LT		
	TOE											
1	Army	X										
2	TASCOM	X										
3	Corps		X									
4	FASCOM		X									
5	TAACOM			X								
6	COSCOM			X							WAB HQDA	
7	Division			X								
8	ENCOM			X								
9	MEDCOM			X								
10	PERSCOM			X								
11	MATCOM			X								
12	TRANSCOM			X								
13	USACC			X								
14	Corps Arty				X							
15	Support Bde				X							
16	Separate Bde				X							
17	Hosp Cer				X							
18	Field Depot					X						
19	Divisional Bde					X						
20	Regiment					X						
21	Div Arty					X						
22	DISCOM					X						
23	Group					X						
24	Gen Hosp, 1,000 Bed					X						
25	Conv Cen					X						
26	Sta Hosp, 500 Bed					X						
27	Evac Hosp					X						
28	Battalion or Squadron						X					
29	Sta Hosp, 200-300 Bed						X					
30	Mbl Army Surg Hosp						X					
31	Cbt Spt Hosp						X					
32	Field Hosp						X					

**COMMANDING GENERAL
COMMANDING OFFICER
UNIT COMMANDER—Continued**

Line number	Organization	(Position)										Comments
		Grade authorization										
		GEN	LTG	MG	BrG	COL	LTC	MAJ	CPT	LT		
★33	Company, Battery, or Troop								X		Higher grade only WAB HQDA for specified AVN, MI, SP, AMMO, and MED units.	
34	Platoon									X		
	TDA											
35	CONUS Army		X									
36	US Army Garrison or Type D Installation (active)					X					Except when the installation commander is authorized at a higher grade based on installation activity (Service School, Combat Unit, Branch Center).	
37	US Army Training Center of over 11,000			X								
38	US Army Training Center of 5,000 to 11,000				X							
39	US Army Training Center under 5,000					X						

effect, you are reducing all or most of the jobs in a whole career specialty by one grade clear to the top. Unless a career specialty is in severe unbalance, the positions have been graded by the job evaluation system to provide a reasonable proportion of positions at each grade level from second lieutenant up through colonel. It is difficult if not impossible to change a single grade level in this "pine tree" shape, that the positions in a well-designed career specialty have, without throwing the whole career specialty out of balance. An out of balance specialty will cause either a "drain-off" if the specialty has a disproportionate number of lower graded positions, or a "surplus-fill" if it has too many higher graded positions. Either is highly undesirable and must be avoided.

Finally, any major change in one or more of the job evaluation factors should, in theory at least, occasion a reevaluation of all officer positions in the troop bases. This is a truly staggering job that would require many man-years of effort including countless changes to both TO and TD and to personnel records. From a cost standpoint alone, such an approach is just not feasible.

V. JOB ENGINEERING

Notwithstanding the pitfalls of attempting to alter the position designation and job evaluation systems identified in the foregoing, it would seem highly likely that there are some officer positions that are on the fringe of classification and grading as an officer position. In a system with around 100,000 positions in it, there are bound to be a certain number that were borderline positions. These borderline or "soft" areas could be identified for study in an officer reduction program. To merely eliminate them as they are now constituted would be undesirable as indicated in the previous discussion. However, where these positions occur in a unit containing other officer and enlisted positions, job engineering or, more properly, job reengineering would appear to be a suitable technique for reducing the number of officer jobs without violating the officer position classification and grading systems. If, for example,

function "X" requires a unit with officer positions "A", "B", "C", "D", and "E" to carry out its mission, and if position "E" was a borderline position as to classification into the officer ranks, or had been graded in the lowest officer grade, it could be a potential candidate for job reengineering.

The tasks of all five officer positions would be analyzed and formulated into Duty Modules. Using the tasks and Duty Modules so formed, you could reevaluate position "E" at the task or Duty Module level rather than at the whole position level. Those tasks or Duty Modules that did not require an officer incumbent could be put into a new position "F", and those tasks that did require an officer added to one of the other officer positions in the unit. This same process could be then applied to positions "A", "B", "C", and "D", with the mandatory officer tasks or Duty Modules grouped into a smaller number of total officer positions than you started with. Recombined tasks and Duty Modules that did not require an officer job incumbent could be grouped into one or more enlisted positions (see Figure 2) and graded according to the enlisted job evaluation system. This more objective job reengineering procedure, using the Duty Module approach, would seem to offer substantial advantages over either the position classification or job evaluation system for reducing the officer corps by a large number of positions.

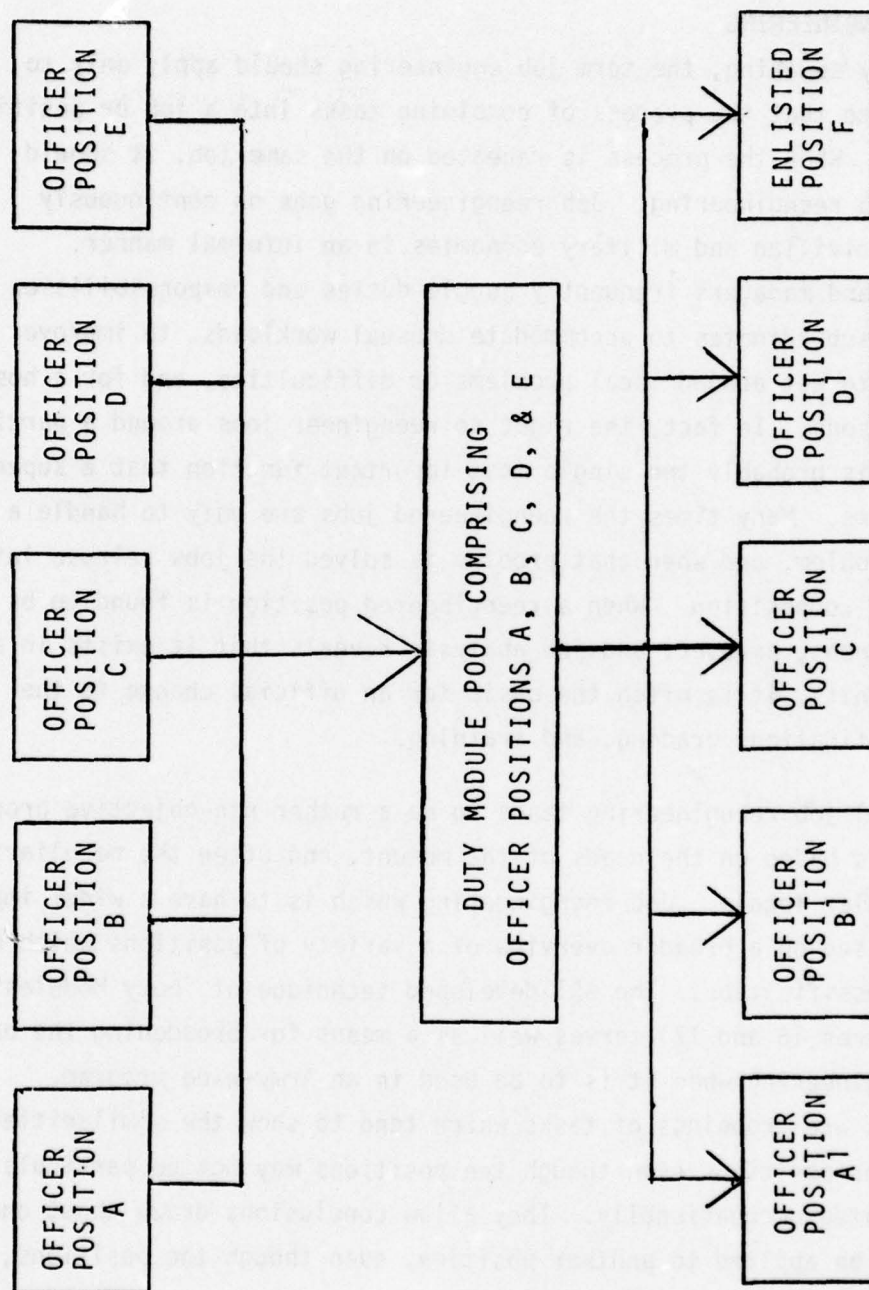


Figure 2 A Schematic Diagram of "Job Reengineering".

CHAPTER 2.

The Use of Duty Modules in the Application of Job Engineering Techniques to Officer Positions

I. JOB REENGINEERING

Strictly speaking, the term job engineering should apply only to the first time that the process of combining tasks into a job or position is employed. When the process is repeated on the same job, it should be called job reengineering. Job reengineering goes on continuously in both the civilian and military economies in an informal manner. Supervisors and managers frequently juggle duties and responsibilities among their subordinates to accommodate unusual workloads, to improve efficiency, to get around local problems or difficulties, and for a host of other reasons. In fact, the right to reengineer jobs around a particular mission is probably the single most important function that a supervisor performs. Many times the reengineered jobs are only to handle a temporary problem, and when that problem is solved the jobs relapse into their former composition. When a reengineered position is found to be fairly permanent, however, and job analysis reveals that it exists in a variety of units, it is often the basis for an official change to the job's classification, grading, and training.

Informal job reengineering tends to be a rather non-objective process because it is based on the needs of the moment, and often the peculiarities of a particular locale. Job reengineering which is to have a wider impact should be based on a broader overview of a variety of positions which have a common classification. The ARI-developed technique of "Duty Modules" (see References 16 and 17) serves well as a means for broadening the base of job reengineering when it is to be used in an Army-wide program. Duty Modules are groupings of tasks which tend to show the similarities among officer positions even though the positions may not be particularly closely related occupationally. They allow conclusions drawn about one position to be applied to another position, even though the positions, on the surface, do not seem to be analogous.

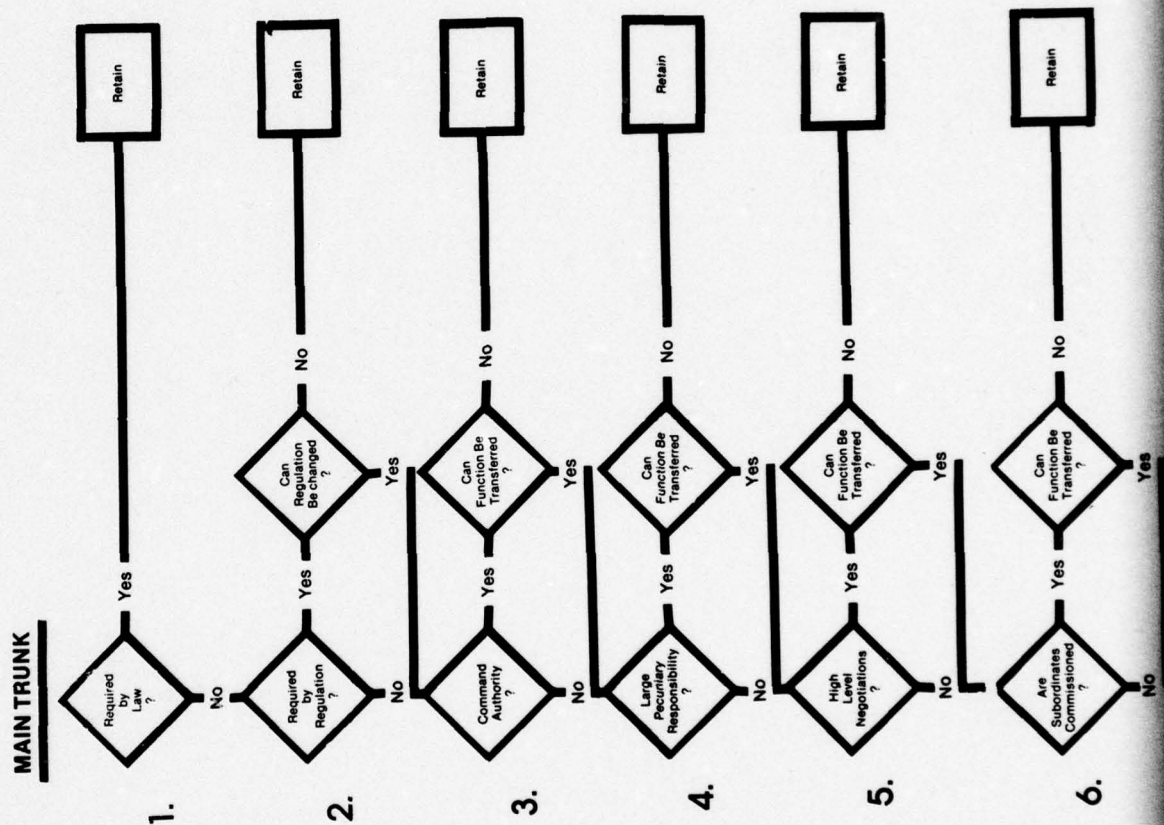
a. Selection of Officer Positions for Reengineering

Duty Modules are also extremely useful in making a selection of a position or set of positions that might be reengineered downward in grade, or from officer to enlisted status. As mentioned above, officer positions are established in Army manning tables through the application of criteria established by AR 310-31. These criteria have been enlarged and expanded a bit and put into a Decision Logic Tree Model as shown in Figure 3. This provides a dynamic flow model for selecting officer positions for potential reengineering. However, if a sample set of officer positions are taken and put through the Decision Logic Tree, it soon becomes apparent that, unless an outright error has been made in the original manning table authorization of the position, no positions come through the 12 steps of the model and fall into the "Convert to Enlisted" stage. This is because each position is considered as a whole, and at some stage in the 12 steps falls into the "Retain" category; the same reasoning process that the manning table maker went through in the first place to establish the job as an officer position. The probability of finding errors or a mistaken application of the basic criteria is slight due to the extensive review and approval cycle for manning tables within Department of Army.

However, if the tasks of the officer positions are identified and grouped into Duty Modules, a position need not be considered in its entirety only, but can be analyzed Duty Module by Duty Module. Using this technique, it is possible to find positions that, as a whole, would be retained in officer status but contain one or more Duty Modules that do not warrant retention as officer and fall through into the "Convert to Enlisted" box at the end of the Decision Logic Tree. These Duty Modules then form a pool of portions of positions suitable for reengineering to either a lower grade or to enlisted status. The Duty Modules that qualify for enlisted status, for example, can form the basis of an officer position reengineered to enlisted status. The remaining Duty Modules, which qualified for retention as officer status, need to be examined in further detail to determine if they can be transferred to

DECISION LOGIC

for
Reengineering Of



FIGUR

-17

DECISION LOGIC TREE MODEL

for
Reengineering Officer Positions

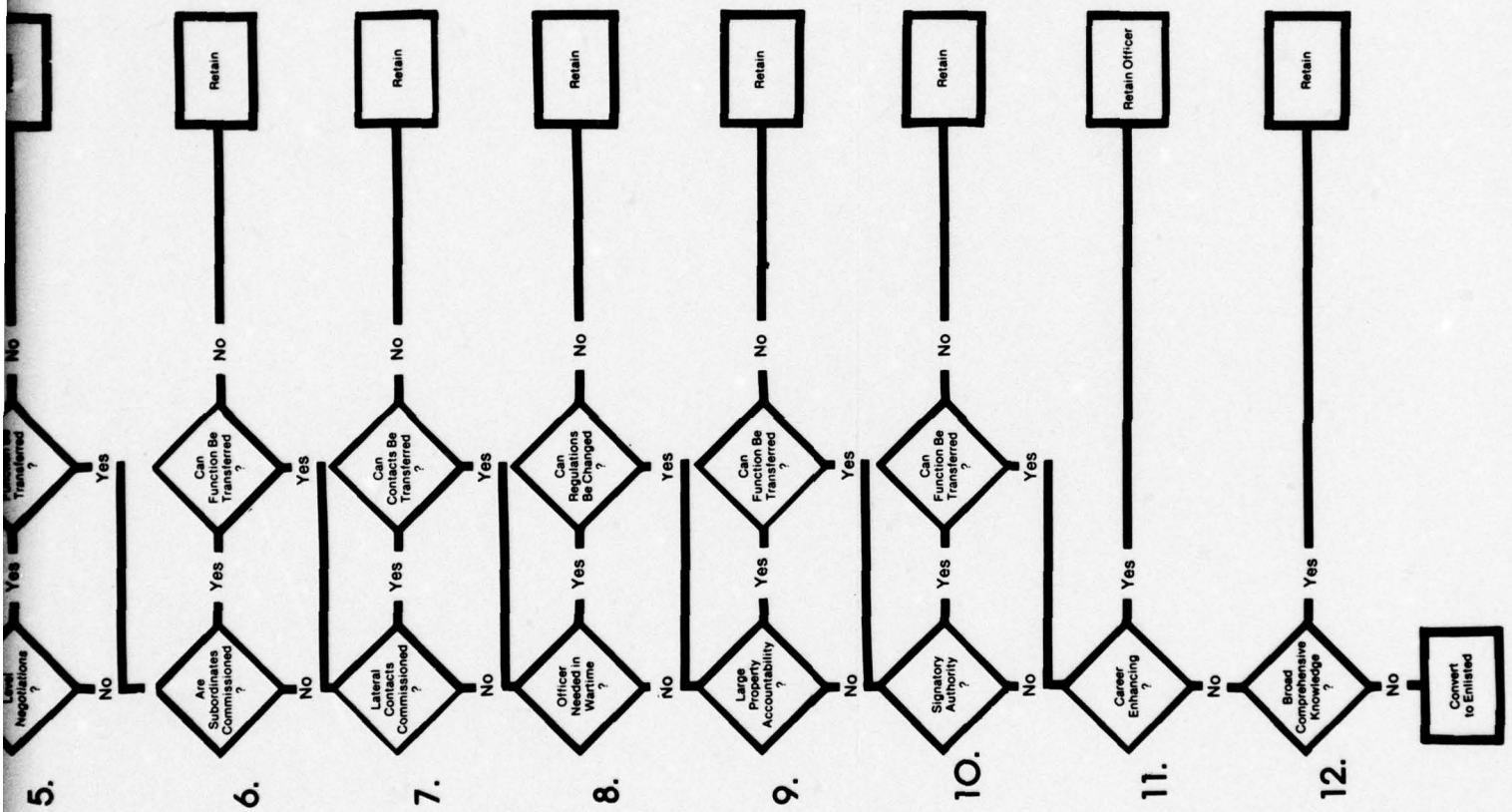


FIGURE 3.

another officer position. The less critical tasks can be added to a new or existing enlisted position.

An example might be a Range Officer who is a member of the training committee group at a BCT center. The job is a full-time assignment and includes the responsibility (by regulation) for signing for live ammunition and certifying quantities and condition of expended cartridges. It is possible that such function, determined by regulation, could be transferred to another officer in a contiguous area or one who could come by at appropriate times to count and sign for ammunition. Such a shift could allow the "Range Officer" job to be filled by a senior non-commissioned officer.

It should be pointed out here that job reengineering cannot be done without extensive knowledge of the jobs, the environment, the command structure, the internal and external communications, and the logistics system servicing the unit affected. Indeed, it is best done by the unit commander rather than at a distant headquarters, if it is to be truly successful. However, no matter at what level it is performed, the use of the Duty Module technique opens up wider possibilities than considering each job as a whole.

b. An Example of Officer Job Reengineering

Figure 4 shows a portion of the organizational chart for a hypothetical U.S. Army Garrison, termed Fort "X". Although hypothetical, it could be a real Fort, as the organization and staffing, including MOS, grades, and manpower strengths, are based on the official U.S. Army Staffing Guide for Garrisons, DA Pamphlet 570-551, January 1972. The Fort has an assumed strength of 12,500 to be serviced by the Directorate of Industrial Operations (DIO). As shown on Figure 4, the DIO has a Services Division headed by a Major and comprised of four Branches and an Administrative Office. The positions of the Chief, Food Service Branch, and Chief, Subsistence Branch are tentatively selected as a candidate for reengineering. The detailed organization of the Food Service and the Subsistence Branches are shown on Figure 5. These are the most

FORT X
(Strength 12,500)

ORGANIZATION CHART
Post Services Division - Initial

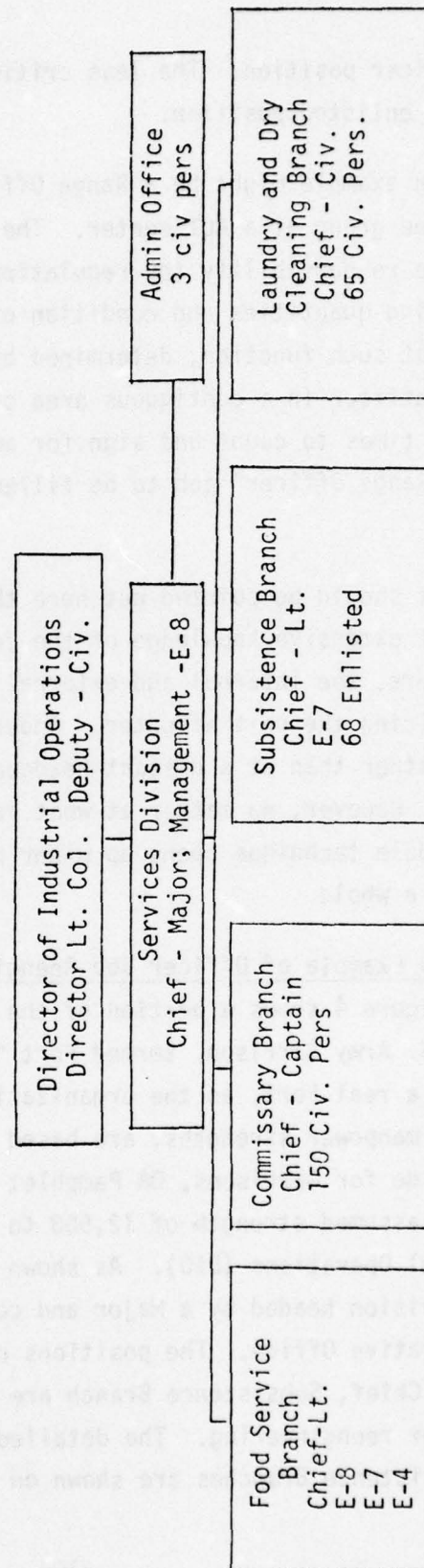


FIGURE 4

PORT X (Strength 12,500)

Current Staffing - Food Service and Subsistence Branches

Food Service Branch

	MOS	GRADE
	(82C)	Lt/QM (Lose)
1 Food Adviser	(4114)	
1 Food Service Supervisor	(94Z50)	E-8
1 Food Service Supervisor	(94Z50)	E-7
1 Food Service Clerk	(71B20)	E-4)

Subsistence Branch

	(82B)	Lt/QM (Retain)
1 Chief Subsistence	(4114)	
1 Clerk Typist	(71B30)	E-4
1 Clerk	(71B30)	E-3

Ration Distribution Section

1 Subsistence Sgt.	76X40
1 Asst. Subs. Sgt.	76X40
1 Stock Control Sp.	76P20
1 Stock Control Clk.	76P20
2 Subs. Stocking Sp.	76X20
2 Stock Checkers	76X20
1 Stock Control Clk.	76A10
4 Warehousemen	76A10
2 Warehousemen	76A10
	<u>15</u>

Bakery Section
(2 shifts)

1 Chief Bread Baker	94D40	(E-6)
1 Shift Leader	94D40	(E-5)
16 Bakers	94D20	(E-4)
1 Issue Clerk	76X20	(E-4)
4 Bakers Apprent.	94A10	(E-3)
3 Bakers Apprent.	94X10	(E-2)
	<u>26</u>	

Central Pastry Kitchen Section
(2 shifts)

1 Chief Pastry Baker	94D40	(E-6)
1 Asst. Pastry Baker	94D40	(E-5)
1 Shift Leader	94D40	(E-5)
16 Bakers	94D20	(E-4)
4 Bakers Apprent.	94A10	(E-3)
3 Bakers Apprent.	94A10	(E-2)
	<u>26</u>	

FIGURE 5

closely related Branches in the Services Division from an occupational point of view. In putting the Food Service Branch Position through the Decision Logic Tree, the job as a whole qualifies as an officer position due to its command function, signatory authority, and related organizing tasks. If the position is analyzed by Duty Modules and tasks, however, a more usable picture appears. The Duty Modules and tasks for the Chief, Food Service Branch position were constructed from actual field job analysis data conducted under a previous contract concerned with duties Quartermaster officer perform (see Reference 17). The Duty Modules used are shown at Appendix B, and cover the Food Service Officer position.

Appendix C shows the Duty Modules which describe the job specification of the Enlisted Food Service Supervisor, Grade E-8, MOS 94Z, which has been selected as the most closely related enlisted MOS to the Officer MOS 82C, Food Advisor, and the Officer MOS 82B, Subsistence Officer. Under the old Officer MOS structure, both these job titles were incorporated into a single MOS (4114), but they have been separated in the new Officer MOS structure. The Duty Modules and tasks for the enlisted Food Service Supervisor were taken from previous work (Reference 24). These Duty Modules, prepared in 1973, were updated by CODAP data in the form of group summary reports furnished by DA, MILPERCEN, DAPC-MSP-0 forwarded through the COTR, USARI. These are the latest job data available as of November 1976.

The position of Chief, Food Service Branch was selected for conversion to enlisted as it was a much smaller Branch, more technical and less supervisory in nature than the Chief, Subsistence Branch. The technique of job reengineering is a process of allocating the Duty Modules and Tasks of the position to be converted to either another officer position or to a new enlisted position. Any Duty Modules or tasks of Duty Modules that are to be converted must be matched to a similar duty or task in the receiving position. Figure 6 shows some examples of this process. For example, in Officer Duty Module O-A-2, Performs General Administration, Task 0014 is Prepare administrative SOPs and instructions. This can be matched with Duty Module E-A-1, Performs General Administration,

FOOD ADVISOR

EXAMPLES OF DUTY MODULE INTERRELATIONSHIP

Task Comparison

<u>FOOD ADVISOR (Off) (82C)</u>		<u>FOOD SERVICE SUPERVISOR (En1) (94Z)</u>		
<u>Duty Module</u>	<u>Task</u>	<u>Duty Module</u>	<u>Task</u>	<u>Distribution</u>
O-A-2	0003	E-A-1	9	
	0012	E-K-1	2	
	0014	E-A-1	10	
	0017	E-A-4	15	
	0018	None	--	Officer Function
	0019	E-A-4	5,7,10	
	0020	E-A-4	12	
	0021	None	--	Officer Function
<hr/>				
O-A-5	0027	E-K-1	2	
	0028	E-K-1	1	
	0029	E-A-1	10	
	0030	(E-K-1	5	
		(E-H-1	8	
	0031	E-K-1	11	
	0032	E-A-4	5,6,7	
	0033	None	--	Officer Function
	0035	E-K-1	6.8	
<hr/>				
O-FF-4	1247	E-H-4	8	
	1248	E-H-4	5	
	1249	E-H-4	1,10	
	1250	E-H-4	9	
	1251	E-H-4	2,3	

FIGURE 6

at Company Level Headquarters, Task 10, Prepare SOIs and SOPs. This match enables the conclusion that this task in the officer position can be assumed by an enlisted replacement qualified in MOS 94A. In some cases a whole Officer Duty Module, with all its tasks, can be matched with a whole Enlisted Duty Module. This is the case shown at the bottom of Figure 6 whereby all the tasks of O-FF-4, Performs Food Service Advisor Staff Functions, can be matched from the tasks of E-H-4, Provides Food Service and Advice on Food Service Activities.

No officer position can be matched entirely with an enlisted position, task by task. If this were so it would indicate an error in the job evaluation system, for the two positions should be graded equally either as officer or enlisted. For example, in Figure 6 it can be seen that in Duty Module O-A-2, Task 0018, Authenticate orders and official correspondence, cannot be matched to an enlisted task. Signatory authority is an officer function that cannot be delegated to an enlisted position by Army Regulation. This must remain an officer function and must be matched to another officer position within the organization if the Chief, Food Service Branch is to be replaced by an enlisted position. As Duty Modules O-A-2 and O-A-5 are duties that are common to a wide number of officer positions, it is no particular problem matching it to the Chief, Subsistence Branch position, or to the Chief, Services Division position.

Figure 7 shows some examples of matching Duty Modules and Tasks from a discontinued position to a new enlisted position and two continuing officer positions. Allocation of the tasks which cannot be absorbed by the new enlisted position to one or more officer positions will depend largely on manpower and workload considerations. Figure 7 shows the range of possibilities rather than a fixed decision. Such a decision must be based on local manpower and workload data of the receiving positions, not available as part of this research.

Figure 8 shows a revised organizational chart for the modified Services Division of the DIO, Fort X. It is unchanged except for the

FOOD ADVISOR

EXAMPLE OF DUTY MODULE/TASK MATCHING

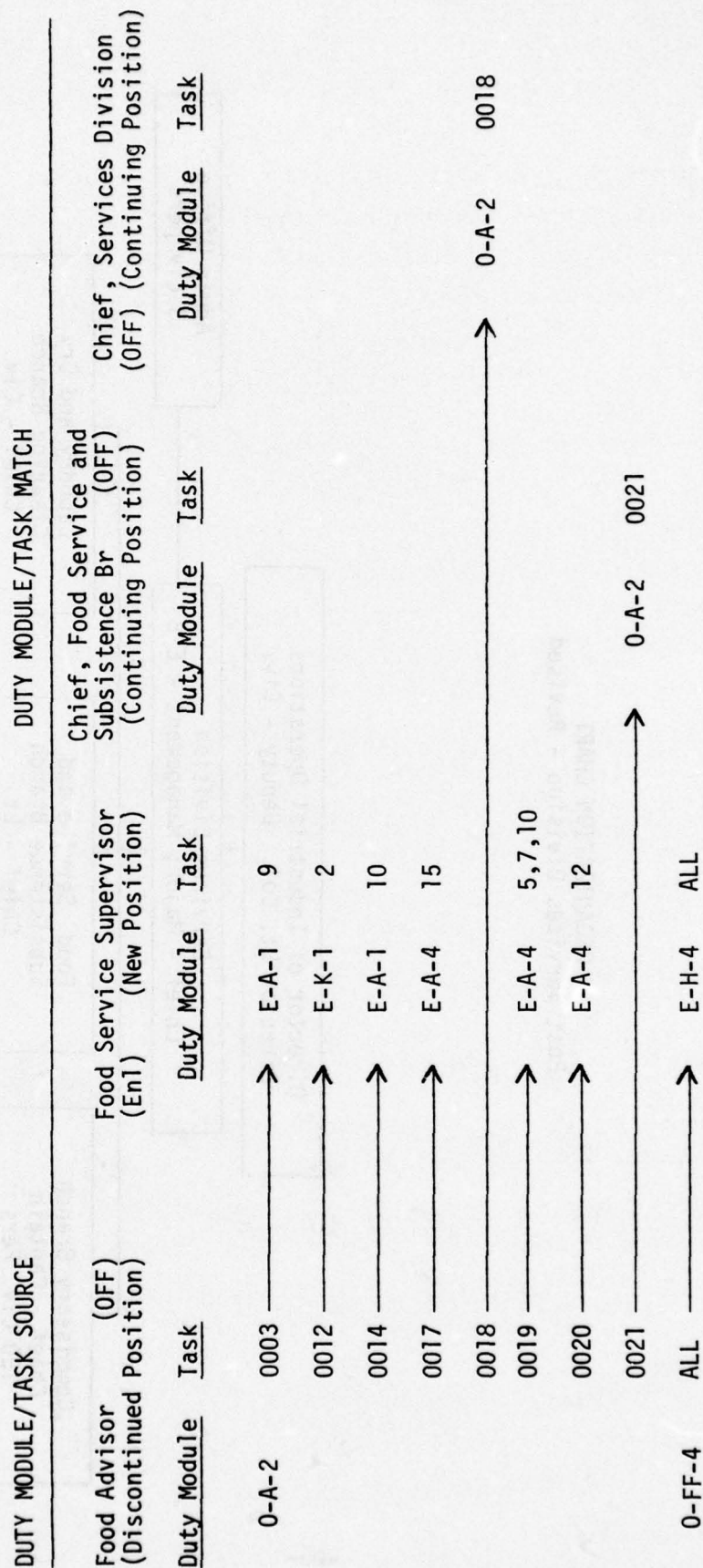


FIGURE 7

FORT X
(Strength 12,500)

ORGANIZATION CHART
Post Services Division - Revised

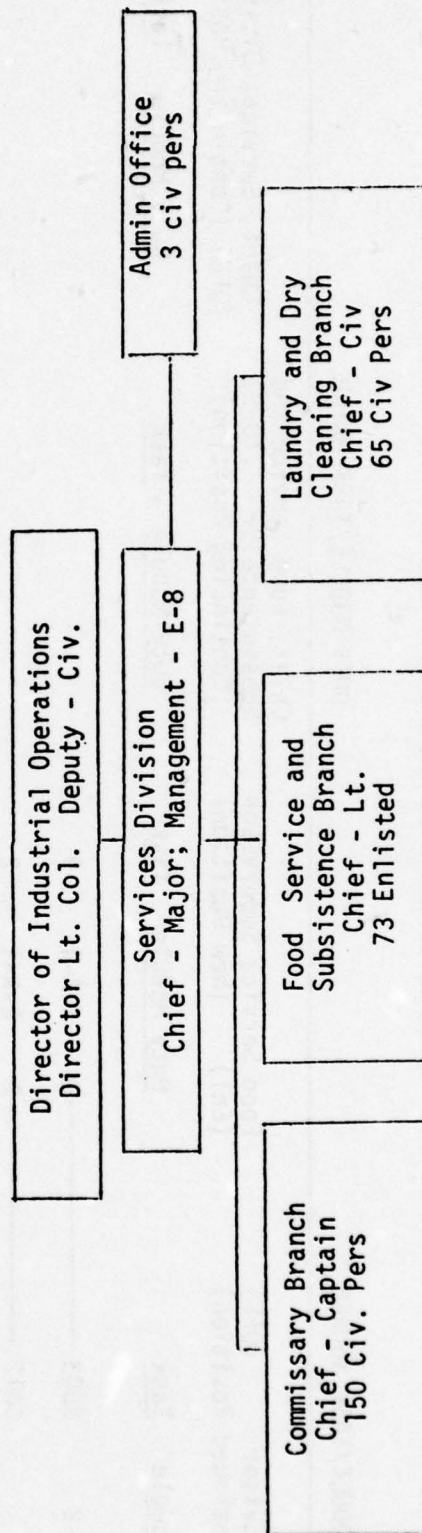


FIGURE 8

combining of the Food Service and Subsistence Branches into a single Branch to provide a supervisory channel for the food service function. The detailed staffing for the revised Food Service and Subsistence Branch is shown on Figure 9. As can be seen, the Subsistence Officer heads the Branch, and takes on the additional duty of providing supervision over the food service advisory function. The sub-unit performing this function has lost the Lieutenant who headed the former branch, and gained an additional Food Preparation Advisor, E-8, MOS 94Z50, to handle the technical portions of the officer job that was eliminated. No changes are required in the three operating sections, Ration Distribution, Bakery and Central Pastry Kitchen.

c. An Example of Officer Position Downgrading

The same techniques that were applied in the foregoing example to convert an officer position to an enlisted position can be employed to downgrade an officer position. Again the application of Duty Module techniques allows examining the position in its component parts rather than as a whole. Consider the position of Commissary Officer at Fort X in the DIO Services Division as shown on Figure 4. The Commissary Branch is headed by a Commissary Officer in the grade of Captain which is the only military position in the Branch. The Branch staff consists of 150 civilian personnel employed in the commissary. Included in the staff is a civilian deputy to the Commissary Officer in the grade of GS-12.

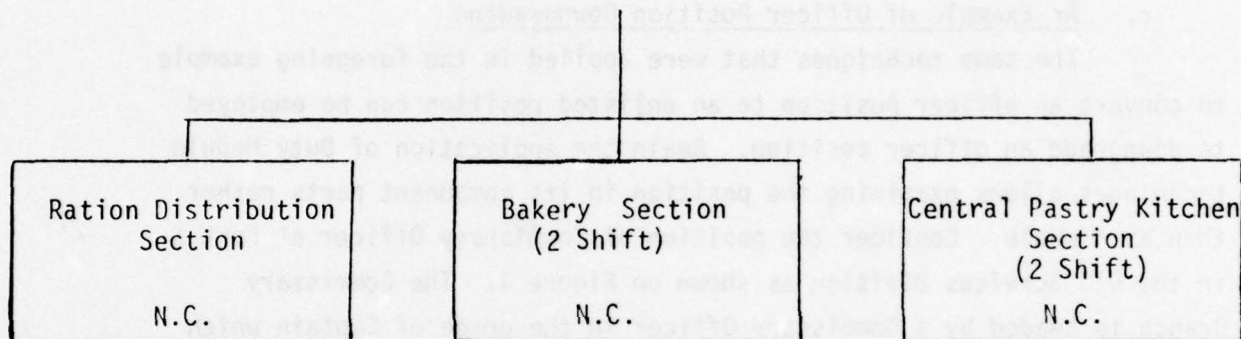
An examination of the Duty Modules which comprise the job of Commissary Officer reveals that there are two Duty Modules in which re-allocation of tasks should be considered if the position is to be downgraded from Captain to First Lieutenant. These are shown on Figure 10 and Figure 11. Figure 10 shows the results of a job survey and concerns itself with the management of commissary operations. As can be observed the job incumbent checked the "Do and Supervise" column on all items. If the supervisory portion of this Duty Module is removed from the position requirements leaving only the "Do" portion of the job to the incumbent the position would be lowered considerably in a job evaluation.

FORT X
(Strength 12,500)

REVISED STAFFING - FOOD SERVICE & SUBSISTIVE BRANCH

Food Service & Subsistive Branch

1 Subsistence Officer	(4114)	Lt/QM
1 Food Service Advisor	(94Z50)	E-8
*1 Food Preparation Advisor	(94Z50)	E-8
1 Food Service Advisor	(94Z50)	E-7
1 Food Service Clerk	(71B20)	E-4
1 Clerk Typist	(71B30)	E-4
1 Clerk	(71B10)	E-3



*Added Position

FIGURE 9

CAPTAIN

Identification No. _____

Date: October 1975

Code: _____

DUTY MODULE O-FF-1 Manages installation commissary		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
1227	Organize and train commissary personnel.			X			
1228	Organize physical configuration in commissary facilities.			X			
1229	Prepare SOP for commissary operators.			X			
1230	Plan, order, receive, store, price, process, package, display, sell, and replenish commissary stock.			X			
1231	Establish and spot-check inventory and stock control procedures.			X			
1232	Review and approve monetary transactions for operation of the store.			X			
1233	Make managerial studies for improved efficiency of operation.			X			
1233	Make managerial studies for improved efficiency of operation.			X			
1234	Study and apply current merchandising methods.			X			
1235	Review customer complaints and suggestions and take follow-up action.			X			
1236	Establish safeguards against pilferage and other hazards.			X			
1237	Prepare records, reports, and correspondence pertaining to commissary operations.			X			

1. DO MODULE AND TASKS APPLY TO YOUR POSITION		(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a.	In actual or simulated combat operations and support?	X				
b.	In garrison and other than a?					X

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE		(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-83%	(6) 90-100%
a.	In actual or simulated combat operations and support?		X					
b.	In garrison and other than a?						X	

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB		(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a.	In actual or simulated combat operations and support?		X			
b.	In garrison and other than a?					X

CAPTAIN

Identification No. _____

Date: January 1976

Code: _____

DUTY MODULE 0-A-2 Performs general administration		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0014	Prepare administrative SOPs and instruction.			X			
0015	Monitor security of classified documents.						X
0003	Prepare and review administrative correspondence, memoranda, and reports.			X			
0006	Establish and monitor arrangements for collection and distribution of mail within unit.	X					
0008	Screen incoming correspondence and distribute for action or information.			X			
0017	Establish and operate suspense system.	X					
0018	Authenticate orders and official correspondence.				X		
0019	Establish and post files of records and regulations.	X					
0012	Review, interpret and apply directives and information.			X			
0020	Schedule appointments, conferences, and other such activities.	X					
0021	Provide for reproduction and duplication services.	X					
0004	Prepare and review unit journal, historical records and morning report (or change reports for centralized systems).						X
0005	Administer unit funds.						X
0007	Establish and operate unit message center.						X
0013	Prepare daily bulletin or similar publication.						X

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks		
a. In actual or simulated combat operations and support?	X						
b. In garrison and other than a?				X			
2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?		X					
b. In garrison and other than a?			X				
3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical		
a. In actual or simulated combat operations and support?		X					
b. In garrison and other than a?		X					

The supervisory portions of the Duty Module could be transferred to the GS-12 civilian Deputy position and the position rewritten to require supervision of the commissary and its personnel. Being as all the commissary personnel are civilian, there is no problem of military personnel discipline, control, or administration when the supervisory function of the Captain is transferred to a civilian GS-12. Figure 11 shows the limited general military administration involved in the Commissary Officer job. As can be observed most are those tasks associated with any military unit or activity rather than any peculiar to a commissary. These tasks can be left with the Commissary Officer position as they are rather minor in magnitude (10-20% of his total time) and can be easily accomplished by a First Lieutenant, along with the "Do" portion of commissary management.

As reconstituted, the Commissary Officer position would become deputy or assistant commissary manager, and the GS-12 civilian position would become commissary manager or chief. Reevaluation of the two positions would indicate that the civilian position would remain at the same grade probably with more supervisory duties and less "Assist" and "Do" duties. The officer position would be regraded from Captain to Lieutenant and have the same military duties but would only assist in the management of the commissary.

A quantitative evaluation of the performance levels of the Duty Modules before and after conversion verifies the appropriateness of the grade levels. The following data show this computation, and compare the result with the mean level of performance of Quartermaster officers in varied positions given in Table 19.

<u>Commissary Officer Position</u>	<u>Captain</u>	<u>Lieutenant</u>
Duty Module O-A-2 Mean Performance Level	3.9	3.9
Duty Module O-FF-1 Mean Performance Level	3.0	2.0
Total Position Mean Performance Level	3.45	2.95
Quartermaster Officer General Mean (Table 19)	3.42	2.93

II. USE OF DUTY MODULES IN JOB REENGINEERING - TD POSITIONS

The use of Duty Modules in the process of job reengineering enabled the identification of officer positions that might not have been discovered, and assisted materially in allocating the duties of the officer position to a new enlisted or existing civilian substitute position and to several remaining officer positions. The Food Service Officer position converted to enlisted status and the commissary officer position downgraded to lieutenant were, however, in a TD type organization with no untoward logistics, communications, or command problems. Application of Duty Modules to job reengineering in TO units presents a different and more complicated set of problems.

III. USE OF DUTY MODULES IN JOB REENGINEERING IN TO POSITIONS

The application of job reengineering techniques to the Food Service Officer position was an example within a TD unit. Tables of Distribution (TD) are organizations which have received a bulk manpower authorization for a specific, one-of-a-kind mission in a particular location. After the bulk authorization is received, the commander has a manning table drawn up to show how he will allocate the authorized spaces by organizational entity, grade, and MOS. Although some TD units may be similar, each has a unique TD reflecting the manpower needs of one unit in one location under a given set of logistics facilities. Changing the grade, MOS, or status of a position does not affect any other unit, and has little or no consequences on such DA programs as officer career management, training requirements, or officer procurement. Army units organized under Tables of Organization and Equipment (TO) are quite different. TO units are fixed organizations with a general mission. Similar units in different locations and under a different logistics support situation are all organized under an identical TO. The theory is that these units are modular or cellular in that they can be interchanged without undue loss of effectiveness. Generally, combat and immediate combat support units are organized under common TOs, while base units, depots, and major command headquarters are authorized under TDs.

Reengineering positions in TD units is a fairly straight forward job which can be accomplished without consideration for other units or programs. The direct opposite is true of T0 units. Reengineering a single position in a single T0, for example, Light Weapons Infantryman or Infantry Platoon Leader can affect literally thousands of personnel and have a major effect on DA personnel and training programs when you add all the personnel and spaces in the many different units classified under the Infantry Light Weapons T0. Additionally, the combat and combat support units have a fixed chain of command which has been arrived at after extensive study and proven by field experience. Upsetting this chain of command or leaving a gap in it by reengineering an officer position would be neither feasible nor desirable. Changes to T0 units are accomplished only after extensive study into the many problems encountered by units spread world-wide but classified under a single T0. Changes to T0s are usually brought about through the advent of new equipment or new combat doctrine, both of which are far beyond the scope of this research.

A concrete example will tend to substantiate the point made above. Tank Companies are organized under TOE 17-37H throughout the Army. Each contains 5 officers and 85 enlisted men grouped into a Headquarters Section, a Maintenance Section, and 3 Tank Platoons; each Tank Platoon having 5 tanks with a crew of 4 each. A Tank Crew consists of an enlisted tank commander, a gunner, a driver, and a loader. In the lead tank of each platoon, the platoon officer takes the place of the enlisted tank commander. Of the remaining two officers, one is a Captain, the company commander, and the other is the XO (1st Lt.) who serves as executive to the company commander and commander of the maintenance and company support facilities.

The Duty Modules which describe the Tank Company Officer positions are enclosed at Appendix D; those which describe a Tank Company First Sergeant position are enclosed at Appendix E. The officer Duty Modules were taken from previous research with Duty Modules for Armor Officers (Reference 18). The enlisted Duty Modules were taken from previous research with Duty Modules for company level personnel (Reference 24). The enlisted Duty Modules were updated by CODAP data furnished by

MILPERCEN through the COTR in conjunction with this contract. As the First Sergeant position is the only one in the company graded at E-8, it was selected for purposes of trying to match the duties of the officer positions. The Duty Modules show a fair commonality between the officer and enlisted jobs, with some notable exceptions. The Company Commander has court martial jurisdiction and military justice authority over the entire company, and the function cannot be delegated. In the absence of the commander, the XO assumes this authority. The First Sergeant is engaged in company supply and administration, but does not have the comprehensive knowledge required for tactical operations. The Platoon Leaders have neither experience nor knowledge in company administration or supply. The Platoon Sergeants have some knowledge of sub-unit tactics, but lack skill in full unit tactical operations and have no skill in company administration and supply.

Nevertheless, it is evident from studying the attached Duty Modules that there is a great deal of commonality between say the Company Commander and the First Sergeant or the Platoon Leader and the Platoon Sergeant. If job content were the only consideration, it would seem possible that some job reengineering could be accomplished. However, there are numerous other considerations that preclude reengineering any of the company officer positions down to enlisted status.

IV. NEGATIVE CONSIDERATIONS OVERRIDING JOB CONTENT IN REENGINEERING

a. Figure 12 shows the result of quantifying the responses of Armor officers to the criticality ratings given by them to Duty Modules covering their jobs. It can be seen that both the company commanders and the platoon leaders rated "Unit Combat Operations" as the most critical of their modules. Yet, both the First Sergeant and the Platoon Sergeant lack the comprehensive knowledge required to supervise and direct unit combat activities. So even though some of the other modules could be reengineered into an enlisted position, the most critical one would have to remain an officer function.

MEAN CRITICALITY OF DUTY MODULES AS RATED BY TANK COMPANY OFFICERS

1 = Least Critical
 2 = Average
 3 = Critical
 4 = Most Critical

	Duty Modules	N=15 Company Commanders	N=13 Platoon Leaders
A-2	General Administration	2.33	N/A
A-3	Military Justice	2.47	N/A
A-10	Troop Counseling	2.79	2.69
A-11	Troop & Materiel Maintenance	2.87	3.38
E-1	Unit & Individual Training	2.93	2.46
F-1	Unit Supply	2.33	N/A
U-1	Unit Combat Operations	3.93	3.62
U-6	Individual Combat Operations	2.73	3.15

FIGURE 12

b. The command structure of the tank company is such that there is little leeway in reorganizing it. To change one of the Platoon Leader positions to an E-8 or an E-7 enlisted position would violate a cardinal rule of job evaluation--"Equal Pay for Equal Work". As there are four Platoon Leaders in the company, all would have an equal job, but one would be paid E-7 wages and the other three O-1 pay. This is not feasible. To reengineer the Company Commander into an E-8 or E-9 position would necessitate either that the Platoon Leaders are commanded by an enlisted man, which is illegal, or that all Platoon Leaders be made enlisted also. This would downgrade the entire company from commander down to private, and would be undesirable.

c. Any downward reengineering of the officer positions would also affect all units organized under that TO. Such action would destroy the basic understructure of the whole Armor corps. Additionally, as both Company Commander of a combat unit and Platoon Leader are "benchmark" jobs in a job evaluation rating system, any downgrading of them would tend to affect similar positions in Infantry, Field Artillery, and Air Defense units.

d. Even the XO position is not amenable to reengineering. Combat TO units are organized for 24-hours-a-day operation. The Company Commander position is key to any operation and must be manned continuously; so the XO takes one 12-hour shift and the CO the other in committed operation. To reengineer the XO position would mean that in time of actual operations, one of the Platoon Leaders would have to be used to act as XO, thus leaving that position vacant.

e. There are also drawbacks to reengineering any officer position in an Armor Tank Company from a standpoint of physical requirements. Senior enlisted personnel (E-8 and E-9) tend to be middle-aged persons whose physical skills are on the decline even though their mental skills are high. However, the combat officer job requirement is very high in physical strength and endurance; one of the main reasons why it is given to junior officers who are at their peak physically.

f. These are but a few of the many considerations that preclude reengineering officer positions in TO units down to enlisted status based on Duty Modules alone. Whether such considerations are valid or not, whether laws could be changed, organizations redrawn, traditions thrown aside, etc., are not within the scope of this research. Where a position is unique, dependent largely on narrow technical knowledge as opposed to comprehensive knowledge, and located in a one-of-a-kind unit efforts with job reengineering through the application of Duty Modules can be successful. Where these conditions do not obtain, many overriding factors enter the problem and prevent a clear solution.

V. QUANTIFYING DUTY MODULES

Even though the research on this contract has demonstrated that Duty Modules can be of significant value in reengineering officer positions in TD units, a great deal of the process is subjective in nature. Knowledge of the unit, the jobs involved, the materiel and logistics situation, and the Army personnel and training system is necessary. If the Duty Modules and the job reengineering process itself could be quantified, a greater degree of objectivity would be obtained. Attempts at quantification are described in the next Chapter.

The Duty Module concept, in the present state-of-the-art, provides a number of possibilities for performing quantitative evaluations of the task sets comprising position assignments. These possibilities were explored with results as set forth in this Chapter. When exploration revealed that certain quantitative evaluations would not further the objectives of the project under study, those lines of analysis were discontinued. On the other hand, possibilities that demonstrated relationships of significance to one or more of the facets of the project were studied in depth.

I. NUMBER OF TASKS IN DUTY MODULES

The first possibility considered was the existence of a relationship between the number of tasks in a Duty Module and the grade required for an incumbent. The number of tasks in a Duty Module is found to vary according to the requirements of the specific position described. There may be as few as four or five tasks, or as many as fifteen or sixteen in a single Duty Module. But the number of tasks is not found to have any relationship to the ease or difficulty of job performance, nor to the grade required of an incumbent for proper performance. For example, Duty Module 0-A-2 (Table 1), Performs General Administration consists of 15 tasks, and is performed by a very large number of officers of all grades. Conversely, Duty Module 0-A-10 (Table 2), Counsels and Evaluates Subordinates as Troop Leader and Takes Action on Personal Problems contains only four tasks, but is also performed by a fairly large number of officers of all grades. It is concluded that there is no relationship between the number of tasks in Duty Modules and grades of officers performing them.

II. NUMBERS OF POSITIONS IN WHICH A SPECIFIC DUTY MODULE APPEARS - NUMBER OF DUTY MODULES IN A POSITION

Position assignments are described by Duty Modules that are selected with a view toward describing the duties required by an incumbent of each

TABLE 1

Identification No. _____

Date: January 1976

Code: _____

DUTY MODULE 0-A-2 Performs general administration		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0014	Prepare administrative SOPs and instruction.						
0015	Monitor security of classified documents.						
0003	Prepare and review administrative correspondence, memoranda, and reports.						
0006	Establish and monitor arrangements for collection and distribution of mail within unit.						
0008	Screen incoming correspondence and distribute for action or information.						
0017	Establish and operate suspense system.						
0018	Authenticate orders and official correspondence.						
0019	Establish and post files of records and regulations.						
0012	Review, interpret and apply directives and information.						
0020	Schedule appointments, conferences, and other such activities.						
0021	Provide for reproduction and duplication services.						
0004	Prepare and review unit journal, historical records and morning report (or change reports for centralized systems).						
0005	Administer unit funds.						
0007	Establish and operate unit message center.						
0013	Prepare daily bulletin or similar publication.						

1. DO MODULE AND TASKS APPLY TO YOUR POSITION	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks		
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							
2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							
3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical		
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

TABLE 2

Identification No. _____

Date: October 1975

Code: _____

		(5)	(4)	(3)	(2)	(1)	(0)
DUTY MODULE 0-A-10 Counsels and evaluates subordinates as troop leader and takes action on personal problems		Direct	Supervise	Do and supervise	Do	Assist	Not applicable
0076	Interview, consult, and counsel subordinates concerning personal problems, performance and career development, or for other leadership purposes.						
0077	Investigate and seek information to counsel, advise, or assist subordinates.						
0078	Pursue follow-up actions to help resolve personal problems of subordinates, coordinating with any other authorities concerned.						
0079	Evaluate subordinates.						

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

position. Because each Duty Module is a distinctive, coherent, and relatively self-contained segment of significant work activity, it may be found applicable to a number of different positions. Some Duty Modules are used by as many as 50 percent of Army officers occupying a given sample of positions, others are used by fewer than 1 percent. But the number of positions in which a specific Duty Module is used does not appear to vary with the required grade of an incumbent. Table 3 presents the numbers of each Duty Module by grade applicable to 518 officers surveyed previously.

It does appear that the number of Duty Modules required to properly describe a given position varies according to the different job requirements. However, the grade required seems to have little relationship to the number of modules. The position of Professor of Military Science (PMS) at a university, in the grade of Colonel, requires the same Duty Modules as the assistant PMS, which may be in the grades of Captain through Lieutenant Colonel. However, some, or all of the Assistant Professors (APMS) may have additional duties that are specialized, thus, one or more specialized Duty Modules are added for those APMS positions. As another example, a Rifle Platoon Leader may have five modules, a Rifle Company Commander may utilize eight, a Battalion or Brigade Commander might have six; but these quantities are not significant, as an Aide of any grade has one or two modules and an Honor Guard Company Commander, a Captain, may have ten modules. It is clear that neither the number of positions in which a specific Duty Module is used, nor the number of Duty Modules applicable to a given position show any correlation with the grade required for an incumbent.

III. CRITICALITY OF DUTY MODULES

The possibility that the criticality of each Duty Module in relation to that of others might be some indication of the grade required for the assigned positions was tested. Results of a previous survey of a number of Armor officers in varied positions was charted by grade, under both combat and non-combat conditions (Table 4). The result shows that the

TABLE 3

FREQUENCY OF APPLICATION OF JOB CONTENT MODULES IN SURVEY
(Number of Times Each Applied, by Grade, Out of Total of 518 Officers)

MODULE	APPLICATIONS TO OFFICERS SURVEYED						
	No. of Off Atzd Grade	19 COL	69 LTC	129 MAJ	138 CPT	143 LT	10 WO
0-A-1		6	12	12	53	28	1
0-A-2		8	56	110	87	5	
0-A-3		12	11	3	42	1	
0-A-4		11	15	7	4		
0-A-5		7	46	42	40		1
0-A-6				5	13		
0-A-7			4	5	16		
0-A-8		2	2	6			
0-A-9				5	1		
0-A-10			3	5	17	29	
0-A-11			2	2	14	29	
0-B-1			5	8	10		
0-B-2			7	8	13		
0-B-3			4	6	10		
0-B-4			2	3			
0-C-1			3	7	8	2	
0-C-2			4	7	8	1	
0-C-3							
0-C-4							
0-C-5				3	2		
0-C-6				1			
0-D-1			5	17	6	2	
0-D-2			5	18	4	1	
0-D-3			2	4	8	1	

APPLICATION TO OFFICERS SURVEYED								
MODULE	No. of Off Atzd Grade	19 COL	69 LTC	129 MAJ	138 CPT	143 LT	10 WO	518 TOTAL
O-E-1		9	18	20	63	123	8	241
O-E-2		4	14	33	11	2		64
O-E-3			4	18	4			26
O-F-1		3	2	5	44	29		83
O-F-2		1	3	7	12			23
O-F-3		1	3	5	12			20
O-F-4		1	4	3	3			11
O-F-5		1	5	8	11			25
O-F-6				1	9			10
O-F-7				1	1			2
O-F-8			1					1
O-F-9								0
O-G-1				4	4	1		9
O-G-2		1	1					2
O-H-1			3	1	1			5
O-H-2		1	2	1				4
O-H-3		1		1				2
O-I-1				1	1			2
O-I-2			1	1				2
O-J-1			2	5	1	1		9
O-J-2			3	8	11			22
O-J-3			2	5	3			10
O-J-4					4			4
O-J-5				2	2			4

MODULE	APPLICATION TO OFFICERS SURVEYED							
	No. of Off Atzd Grade	19 COL	69 LTC	129 MAJ	138 CPT	143 LT	10 WO	518 TOTAL
0-K-1			3	2				5
0-K-2			5	5				10
0-K-3			1	1				2
0-L-1			2	4	1			7
0-M-1			3	2	1		1	7
0-N-1		4	1	24	29			58
0-N-2		5	1	7	8			21
0-O-1		3	3		2			8
0-U-1		1	8		22	61		92
0-U-2						18		18
0-U-3						5		5
0-U-4						4		4
0-U-5						5		5
0-W-1		1			4	6		11
0-W-2					3	2		5
0-W-3			1	2	4			7
0-W-4					6	9		15
0-W-5			3	2				5
0-W-6								0
0-W-7		3	10	7	1			21
0-W-8				4	2	2		8
0-W-9								0
0-X-1			6		21	84		111
0-X-2		2	11	25	33	37	7	115
0-X-3				2	7	1		10
0-X-4				3		1		4

MODULE	APPLICATION TO OFFICERS SURVEYED							TOTAL
	No. of Off Aztd Grade	19 COL	69 LTC	129 MAJ	138 CPT	143 LT	10 WO	
0-FF-1				1				1
0-FF-2					1			1
0-FF-3			2	2				4
0-FF-4						1		1
0-FF-5								0
0-FF-6		2	2	2				6
0-FF-7								0
0-FF-8					1			1
0-FF-9								0
0-HH-1				1	1			2
0-HH-2		1	2		3	4		10
0-HH-3		1	2	1	4	11	2	21
0-HH-4						2	1	3
0-HH-5						1	2	3
0-HH-6					1	2	2	5
0-HH-7						2	1	3
0-HH-8		1		1	1	1	2	6
0-HH-9		2	2		1	5	1	11

ARMOR DUTY MODULES BY GRADE/CRITICALITY/COMBAT/NON-COMBAT

A-2		A-3		A-5		A-8		A-10		A-11		C-1		C-2		C-6		D-1		D-2		D-3		E-1		E-2	
C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC	C	NC
2	2	3	3					3	3	2	2													2	2		
1	2	2	2	2	2	3	3	3	3	1	1												2	3			
2	2	3	3					3	4	3	3												3	2			
1	3	3	3					3	3	3	3												3	4			
2	3	3	3					3	3	3	4												3	4			
3	3	3	3					3	3	3	3												3	2			
1	2	3	3					3	3	3	3																
										3	3																
2	3	3	3	2	2	3	3	2	2	2	3						3	3	3	3	3	3	2	2	2	2	2
3	3			4	4	3	3	1	3	3	3						3	3	4	3	3	3	2	2	2	2	2
2	3			2	3	2	4										4	3	4	3	3	3	2	2	2	2	2
2	2			3	3	4	4			1	3						4	3	4	3	3	3	2	2	2	2	2
3	2			3	3	3	4			3	3						4	2	3	3	3	3	2	2	2	2	2
2	2			2	2	2	2			2	2						4	4	3	3	3	3	2	2	2	2	2
2	2			2	2	2	2			2	2						4	3	3	3	3	3	2	2	2	2	2
2	1			3	3	3	3										4	4	3	3	3	3	2	2	2	2	2
2	2			3	3	2	2																				
3	3			2	2	2	2																				
0	2			2	2	2	2																				
2	2			1	1	3	3																				
0	1			3	3	2	2																				
1	1			2	2	2	2																				
2	2			2	2	4	4																				
2	2			2	2	1	1																				
2	3	3	3	3	4	2	2	2	2	4	4	4	1	3	3	2	4										
2	1			2	2	2	2			2	3	3	3	3	3	2	3										
3	3			2	2	2	2			3	3	2	2	2	2	4											
1	1			2	2	2	2			3	3	2	2	2	4												
2	2			2	2	2	2			3	3	2	2	2	4												
2	2			2	2	2	2			3	3	2	2	2	4												
2	3			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
3	3			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
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1	1			2	2	2	2			3	3	2	2	2	4												
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1	1			2	2	2	2			3	3	2	2	2	4												
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1	1			2	2	2	2			3	3	2	2	2	4												
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1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
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1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												
1	1			2	2	2	2			3	3	2	2	2	4												

2

ARMOR DUTY MODULES BY GRADE/CRITICALITY/COMBAT/NON-COMBAT

-47-

334333334334332243423341322223342	323322342211223	322332233423343
32333214334322214223021222241302	11222312111222	322122211122222
33243323333324332222312	2424433244433222123	3434334333324323
33243323333322330222412	243443314443322123	443332233332212312
333433233322312323333	433312333322144	3333222333243332
333223322222312423313	1313121313132133	32122212132231321
4		
33		
232322222222331233		
232212222122231233		
22322322213322242322214211	1222213211	
11221321221311023112311214211	1222211111	

E-3			F-1			J-2			J-4			J-5			U-1			U-2			U-3			U-4			U-6			W-2			W-4			Sample Sizes
C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC		C	NC					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1			
2	1	3	2	3	2	2	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	7				
0	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
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2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2					
2	2	2	2	2	2	2	2	2																												

	1st Lieutenant	2nd Lieutenant
1 2 1 1 2 0 1 1 3 4 3 1 0 1 2 3 3 0 1 0 0 1 1 1 0 1	25	17
2 3 3 3 2 3 3 3 3 4 4 3 3 2 2 4 3 3 2 1 3 3 1 1 1 3 1	1 1 1 1 1 1 1 0 0 0 1 1 2 3 3 1 1 0 0 2 3	1 1 1 1 1 1 1 1 3 2 2 2 0 2 1 0 0 0
	2 3 4 3 1 4 3 1 0 1 1 2 3 3 2 2 2 1 2 4	3 4 2 2 3 3 3 4 3 3 4 4 4 2 2 2 2
	1 1 3 4 1 4 1 4 1 4 4 4 3 4 2 3 4 4 4 3 4	4 3 0 4 4 4
4 1 1 2 1 2 3 4 4 3 1 2 2 4 0 3	3 1 4 4 3 4 2 3 4 4 4 4 3 4 4 4 4 4 4 4	1 2 1 2 2 1 0 3 3 1 1 3 1 3 1
4 4	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	3 4 3 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4
3 4	2 1 3 4 4 4 2 3 4 4 4 4 2 3 4 4 4 4 4 4	
2 2		
1 2		

TABLE 4

TABLE 5
ARMOR DUTY MODULES BY GRADE DEFINED BY CRITICALITY

		FOR COMBAT AND NON-COMBAT																										Sample Size			
		A-2	A-3	A-5	A-7	A-8	A-10	A-11	C-1	C-2	C-3	C-6	D-1	D-2	D-3	E-1	E-2	E-3	F-1	J-2	J-3	J-4	J-5	U-1	U-2	U-3	U-4	U-6	W-2	W-4	
Colonel	Combat	2	3				3	2								2				1		3		4							
	Non-Combat	2	3				3	2								2				1		3		4							
Lt. Colonel	Combat	1	3	2		3	3	3							3								4		4		4				
	Non-Combat	2.5	3	2		3	3	3							3								3		2		3	1			
Major	Combat	2	3	2		3.5	2	2					4	3	3	2	2	1.5	2	2		3		3							
	Non-Combat	2	3	2		3	3	3					3	3	3	3	3	1.5	2	2		3		1				1	2	2	
Captain	Combat	1	2	3			2	3	4	2.5		3	3.5	1.5	2	1			2	4		4		4		3	2.5	2.5	3	4	
	Non-Combat	2	3	4			3	3	0	3		0	2.5	1.5	3	3			2	3		4		2		2	1.5	1	0		
1st Lieutenant	Combat	1					2	4								2				4		2		4		3.5	4	2.5	2		
	Non-Combat	2					3	4								2				4		1		2.5		1	2	1			
2nd Lieutenant	Combat						2	3																							
	Non-Combat						3	4								2															
	Combat						2	3								2															
	Non-Combat						3	3								3															

Key:
Least Critical - 0
Most Critical - 4

criticality of a specific Duty Module may vary widely by incumbent grade and between combat and non-combat conditions. In further pursuit of possible relationships a chart was prepared from Table 4 showing the mode of the Duty Module criticality ratings (Table 5). These figures picture a wide variety of patterns, including ascending (O-W-1), descending (O-J-2), convex (O-U-3), straight line (O-A-10, non-combat), wavering line (O-A-11). Duty Module O-J-2 is noteworthy as its criticality varies inversely with relative uniformity with the grades. This module is Pilots Rotary Wing Aircraft. Understandably, the duty is of top criticality to the Lieutenant whose full-time work is to pilot a helicopter, while the criticality is relatively low to the Colonel who performs the duty only for short periods, and at infrequent intervals, to avoid losing his proficiency as a pilot. This Duty Module may be considered unique. In general, it is found that the criticality of Duty Modules has almost no relationship to grades of position incumbents.

IV. NUMBERS INDICATING LEVEL OF PERFORMANCE OF DUTY MODULES

A third possibility for quantitative evaluation of Duty Modules is the "level of performance" at which Duty Modules are performed. Five columns on the right side of each Duty Module description sheet, Table 1, give the levels at which tasks are performed. These columns are headed "direct", "supervise", "supervise and do", "do", and "assist". "Supervise" means to control subordinates from one level or echelon above them without any intermediate individual or echelon. "Direct" means control subordinates from two or more levels or echelons above; one or more intermediate individuals or echelons may be present. In terms of efficiency reports a "supervise" would correspond generally to the relationship of a rating officer to a subordinate, while "direct" would be generally similar to the relationship of the indorsing or reviewing officer to the same subordinate. At the top of each column is a number (from 0 through 5) for use on tables, charts, and other coding, in lieu of the descriptive word.

An analytic study of the task performance levels in these five columns reveals that they provide an indication of the grade required of an incumbent to fulfill the requirements of the assignment. Accordingly, findings of surveys of Infantry, Armor, and Quartermaster branches were charted. Tables 6 and 7 present charts of the positions most common for Armor and Infantry officers. These charts utilize the numbers in lieu of the descriptive words for the five columns. The figures in the Duty Module columns opposite each position are the approximate central tendency for the tasks in each specific module. Tables 8, 9, and 10, computed from these charts, give the mean (rounded off) performance levels. The charts demonstrate a general relationship between task performance and grades; the higher grades have a higher level of performance.

The levels of performance of Quartermaster branch officers were prepared from recorded interviews with a sampling of these officers. Tables 11 and 12 for the Supply Management specialty and the Logistic Services Management specialty respectively, follow the same pattern with higher levels of task performance for higher grades.

A generalization may be drawn from the enclosures referred to in the two preceding paragraphs, that assigned positions requiring relatively higher performance levels require officer incumbents of relatively higher grades. But limitations to this generalization arise from close examination of the charts. A colonel may perform at a "direct" level for some Duty Modules, and at a "supervise and do" level for others; a lieutenant functions at a "do" performance level with some Duty Modules, and at a "supervise" level with others. Another limitation to the preceding generalization is that the mean performance level of officers of the same grade will vary with different types of positions. For example, officers leading platoons, commanding higher echelon units, or heading larger organizations tend to perform at higher levels than officers of the same grades assigned to staff or advisory positions.

However, recognizing the limitations of application of an analysis to only specific types of positions, the study was expanded to encompass

TABLE 6

INFANTRY CAREER PROGRESSION ELEMENTS DEFINED BY
DUTY MODULE LEVELS OF PERFORMANCE AND GRADE

	A-2	A-3	A-5	A-8	A-10	A-11	C-1	C-2	D-1	D-2	D-3	E-1	E-2	E-3	F-1	U-1	W-2	Sample Size
<u>Colonel</u>																		
Brigade Commander	5	3										5			5			1
<u>Lt. Colonel</u>																		
Battalion Cdr.	5	5										5				5		4
	5	2										5				3		
	4	2										5						
	5	2										4				4		
<u>Major</u>																		
Bn. Ex. Officer				3								5						4
	5			3														
	5			2														
				2														
Bn. S-3	3		3						3	3	4	3	3	3				3
	5		5						3	3			3	3				
	4		3.5						3	3			3	4				
<u>Captain</u>																		
Company Commander	3	2		3	3							3			4	3		6
	3	2			3	4						3			4	3		
	3	2		3	3	4						3			5	3		
	5	2				3.5						3			5	2		
	3	2										5			3.5			
	5																	
Bn. S-2	2		3				3	3										3
	2		2				2	2										
	3		3				5	5										
<u>1st Lieutenant</u>																		
Platoon Leader	3											3			4	3	2	4
	3											3			4	2		
	3																	
	2	2																
	3.5																	
Co. Ex. Officer	2.5					2.5						4			4.5			6
	3					2						2			1			
	1					1						3			4.5	1		
	2											1			4	1		
	3											3			4	2		
	1											3			3	2		
															1			
<u>2nd Lieutenant</u>																		
Platoon Leader	3					3						3				2		
												2				2		

ARMOR CAREER PROGRESSION ELEMENTS DEFINED BY DUTY MODULE

-55-

Captain
Company Cdr.

Battalion Staff S-2

First Lieutenant
Platoon Leader

Company Exec. Officer

Second Lieutenant
Platoon Leader

TABLE 8

MEAN PERFORMANCE LEVEL OF DUTY MODULE TASKS
FOR INFANTRY OFFICERS

	A-2	A-3	A-5	A-8	A-10	A-11	C-1	C-2	D-1	D-2	D-3	E-1	E-2	E-3	F-1	U-1	Sample Size
<u>Colonel</u>																	
Brigade Commander	5	3										5			5		1
<u>Lt. Colonel</u>																	
Battalion Commander	5	8										5				4	4
<u>Major</u>																	
Bn. Ex. Officer	5			2													3
Bn. S-3	4		4						3	3	4	3	3	3			3
<u>Captain</u>																	
Company Commander	3	2		3	3	4						3			4	2	6
Bn. S-2	2		3				3	3									3
<u>1st Lieutenant</u>																	
Platoon Leader	3	2										3			4		4
Co. Ex. Officer	2					2						2				1	6
<u>2nd Lieutenant</u>																	
Platoon Leader	3					3						2				2	2

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TABLE 9

MEAN PERFORMANCE LEVEL OF DUTY MODULE TASKS
FOR ARMOR OFFICERS

	A-2	A-3	A-5	A-8	A-10	A-11	C-1	C-2	C-6	D-1	D-2	D-3	E-1	E-2	E-3	F-1	J-2	J-4	U-1	U-2	U-3	U-4	U-6	W-2	W-4	Sample Size
<u>Colonel</u>																										1
Brigade Commander	5	3			3	5							5				4	5	4							
<u>Lt. Colonel</u>																										6
Battalion Commander	5	3			3	3							4					3	3		3		4			
<u>Major</u>																										5
Bn. Ex. Officer	4		3	2		3							4	3	3								3		4	3
Bn. S-3	4		3							3	3	4	4	3	3		3						4			9
<u>Captain</u>																										25
Company Commander	4	2			3	4							3			4			3	4	3	2	3			4
Bn S-2	3		3				2	3	3				4													6
<u>1st Lieutenant</u>																										9
Platoon Leader																			2	5	2		3			12
Co. Ex. Officer	3					4							3										3			
<u>2nd Lieutenant</u>																										
Platoon Leader																			2		3					

TABLE 10

MEAN PERFORMANCE LEVEL OF DUTY MODULE TASKS
FOR ARMOR/INFANTRY OFFICERS

	A-2	A-3	A-5	A-8	A-10	A-11	C-1	C-2	C-6	D-1	D-2	D-3	E-1	E-2	F-3	F-1	G-2	G-4	U-1	U-2	U-3	U-4	U-6	W-2	W-4	Sample Size
<u>Colonel</u>																										
Brigade Commander	5	3			3	5							4			5	4	5	4							2
<u>Lt. Colonel</u>																										
Battalion Commander	5	3			3	3							4.5						3.5	3	3		4			10
<u>Major</u>																										
Bn. Ex. Officer	4.5		3	2.5		3																				8
Bn. S-3	4		3.5							3	3	4	3.5	3	3								3			
<u>Captain</u>																										12
Company Commander	3.5			3	3	4							3		4			3	3	3	4	3	2	3		31
Bn. S-2	2.5		3				2.5	3	3				4													7
<u>1st Lieutenant</u>																										
Platoon Leader	3	2			3	4							3		4				2	5	2		3			10
Co. Ex. Officer	2.5					3							2.5						1.5				3			15
<u>2nd Lieutenant</u>																										
Platoon Leader	3				3	3							3						2		3		3			14

SUPPLY MANAGEMENT SPECIALTY (92) (QUARTERMASTER)

CAREER PROGRESSION ELEMENTS DEFINED BY

GRADE LIMITS AND DUTY MODULES

[illegible]

TABLE 12

LOGISTIC SERVICES MANAGEMENT SPECIALTY (93)
QUARTERMASTER CAREER PROGRESSION ELEMENTS DEFINED BY
GRADE AND DUTY MODULES

	A-2	A-3	A-5	E-1	E-2	F-5	F-7	N-1	FF-6	FF-8	FF-10	JJ-3	HH-8	U-1	W-7
COLONEL															
Div. Chief (Plans Dir)															
ODCSLOG Div	5		5				5								
Div. Ind. OPMS, Post	5		5				5		5						
LT. COLONEL															
Dir. of Services, Post	5		5			4									
Cdr. S&S Bn (COSCOM)	5	3		5					5				5	5	4
Property Disposal Off. (Army)	4		4	4							5				
Cdr. Mortuary (Army)	5			4						4					
MAJOR															
Chief Service Br. Post	4		3			4									
Deputy Dir. Services (DSA Depot)	4		4			3							4	4	
N.G. Advisor	3		3		3										3
Staff Officer ODCSLOG (First A)	3		3				3								
Instructor QM School	3		3					3							
CAPTAIN															
Cdr SIS Co. (COSCOM)	3	2		3					4				4	4	
Mortuary Officer (Post)	3									3					
Cdr Mortuary Unit	3	2		3						3					
Asst Post Dir. Ind. Opns	3			3					3						
Services Officer (Dir. Ind. Opns)	3	3		3					3						
FIRST LIEUTENANT															
Ldr. Laundry and Bath Plt. (S&S Co.)	2			2		3									
Ldr. Salvage and Service Plt. (Fld. Sv. Co.)	2			2							3				
SECOND LIEUTENANT															
Ldr. Graves Reg. Plt. (Dir. S&S Co.)	2			2											

a wider spectrum of Quartermaster officer assignments. The result, Table 13, was similar; higher grades held a close correlation with higher levels of task performance.

The study then turned to a computation of the central tendency of the voluminous content of these tables; the mean of the level of application was worked out by grade. The results seen in Tables 14 through 19 give further credence to previous findings that a positive correlation exists between the grade of officer incumbents and the level of performance required in a position. It is noteworthy that this evaluation technique discriminates clearly between the grades of Colonel and that of Lt. Colonel, and between Lt. Colonel and Major. However, discrimination is very weak between the grades of First Lieutenant and Second Lieutenant; specifically, the task performance level for these two grades appears identical in computations for the Quartermaster Supply Management and Logistic Services Management specialties, and for the combined Armor/Infantry summary. This lack of discrimination between First and Second Lieutenants is consistent with the fact that generally no discrimination is made between the two grades in TOEs and TDAs.

An aberration of the general relationships revealed in the summary chart of Armor is carried over into the Armor/Infantry combined summary; it appears also in the Quartermaster summary of general positions. The level of performance for the grade of Major, although less than that for Lt. Colonel, is also less than that for Captain. An analysis of the source material revealed that the source of the discrepancy is that a preponderance of assignments available to Majors are those with staff, advisory or instructional duties in contrast with the command/director type duties available to Captains, Lt. Colonels, and Colonels. The former positions usually have few immediate subordinates; thus the top performance level of "direct" is not possible, and there is little opportunity for even the level of "supervise". The level generally found is that of "supervise and do" or "do". Where the computation is limited to specific positions--as Quartermaster Logistic Services Management or Quartermaster Supply Management, this aberration is not found; but it appears again in the overall Quartermaster position, Table 13, where a wide spectrum of Quartermaster positions is considered.

TABLE 13

[illegible]

TABLE 14

MEAN PERFORMANCE LEVEL OF DUTY MODULES
FOR ARMOR OFFICERS
(SUMMARY)

Grade	No. of Duty Modules	No. of Officers	Mean Level of Performance
Colonel	16	2	4.50
Lt. Colonel	42	6	3.66
Major	87	12	3.16
Captain	227	28	3.35
First Lieut.	59	15	3.00
Second Lieut.	61	12	2.83

Task Performance Levels

- 0 = Not Applicable
- 1 = Assist
- 2 = Do
- 3 = Do and Supervise
- 4 = Supervise
- 5 = Direct

TABLE 15

MEAN PERFORMANCE LEVEL OF DUTY MODULES
FOR INFANTRY OFFICERS
(SUMMARY)

Grade	Sample Size		Level of Application (Mean)
	Number of Duty Modules	Number of Officers	
Colonel	4	1	4.50
Lt. Colonel	15	4	4.07
Major	27	7	3.41
Captain	46	13	3.17
First Lieut.	38	11	2.47
Second Lieut.	6	2	2.33

Task Performance Levels

- 0 = Not Applicable
- 1 = Assist
- 2 = Do
- 3 = Do and Supervise
- 4 = Supervise
- 5 = Direct

TABLE 16

MEAN PERFORMANCE LEVEL OF DUTY MODULES
FOR ARMOR/INFANTRY OFFICERS
(SUMMARY)

Grade	Sample Size		Level of Application (Mean)
	Number of Duty Modules	Number of Officers	
Colonel	20	3	4.50
Lt. Colonel	57	10	3.77
Major	114	19	3.22
Captain	273	41	3.32
First Lieut.	97	26	2.79
Second Lieut.	67	14	2.79

Task Performance Levels

0 = Not Applicable

1 = Assist

2 = Do

3 = Do and Supervise

4 = Supervise

5 = Direct

TABLE 17

MEAN PERFORMANCE LEVEL OF DUTY MODULES
FOR QUARTERMASTER SUPPLY MANAGEMENT OFFICERS
(SUMMARY)

Grade	Sample Size		Level of Application (Mean)
	Number of Duty Modules	Number of Officers	
Colonel	9	3	4.8
Lt. Colonel	24	5	4
Major	18	5	3
Captain	17	4	2.8
First Lieut.	8	3	2.7
Second Lieut.	11	3	2.7

Task Performance Levels

- 0 = Not Applicable
- 1 = Assist
- 2 = Do
- 3 = Do and Supervise
- 4 = Supervise
- 5 = Direct

TABLE 18

MEAN PERFORMANCE LEVEL OF DUTY MODULES
FOR QUARTERMASTER LOGISTIC SERVICES MANAGEMENT OFFICERS
(SUMMARY)

Grade	Sample Size		Level of Application (Mean)
	Number of Duty Modules	Number of Officers	
Colonel	7	2	5
Lt. Colonel	17	4	4.5
Major	18	5	3.3
Captain	19	5	3
First Lieut.	9	3	2.3
Second Lieut.	3	1	2.3

Task Performance Levels

0 = Not Applicable

1 = Assist

2 = Do

3 = Do and Supervise

4 = Supervise

5 = Direct

TABLE 19

MEAN PERFORMANCE LEVEL OF DUTY MODULE TASKS
FOR QUARTERMASTER OFFICERS IN VARIED POSITIONS
(SUMMARY)

Grade	Number of Duty Modules	Number of Officers	Mean Level of Performance
Colonel	3	2	4.33
Lt. Colonel	27	7	4.11
Major	29	10	3.21
Captain	67	17	3.42
First Lieut.	29	9	2.93
Second Lieut.	36	12	2.83

Task Performance Levels

- 0 = Not Applicable
- 1 = Assist
- 2 = Do
- 3 = Do and Supervise
- 4 = Supervise
- 5 = Direct

To find yet more specific indicators for possible uses of levels of performance, the range and overlap of different grades was studied. Performance levels of Duty Modules were prepared by obtaining the mode at task level for each module. The position incumbent performing at the highest performance level, and the one performing at the lowest level, were determined for each grade for the Armor and Quartermaster branches. Tables 20 and 21 give the figures and Table 22 is a bar graph presentation. These tables confirm the aberration in the grade of Major described in the preceding paragraph, and also reveal that the ranges of grades in the Armor and Quartermaster branches are similar although not identical. They also show that the central tendencies of corresponding ranges for each grade are very closely related. An additional computation was prepared to pursue the latter finding more closely; Table 23 shows the variation between the midpoints of the ranges of the two branches by grade to be from .4 percent to 9.2 percent. The mean of the variations is 3.3 percent. The difference for the grade of First Lieutenant is a significant aberration, as its percentile is approximately 250 percent of the next greatest difference. If it were removed from the calculation, the percentile of the mean difference would be only 2.1 percent. This discrepancy is the result of inclusion of the position of Aide in the Quartermaster sampling; an Aide is at the "do" or "assist" levels as he normally supervises no one. This position is not unusual for others of service support branches as there are fewer Company Executive or Platoon Leader positions available to them, than to officers of the Arms branches, such as Infantry and Armor. Thus, despite the aberration in the Quartermaster First Lieutenant element, study of the range and overlap of the levels of performance by grade gives further credence to a finding of a positive correlation between grades and performance levels.

V. SPECIFIC DUTY MODULES AS INDICATORS OF GRADE

Duty Modules as now written are designed to describe positions and also to apply in common across a number and variety of different positions and occupational specialties in order to be modular. The method of

TABLE 20

PERFORMANCE LEVELS -- RANGE AND OVERLAP

ARMOR

Grade	Low	High	Range
Colonel	4.25	4.71	.46
Lt. Colonel	3.28	4.57	1.29
Major	2.71	3.82	1.11
Captain	2.50	4.37	1.87
First Lieut.	2.40	3.66	1.26
Second Lieut.	1.80	3.60	1.80

Task Performance Levels

0 = Not Applicable

1 = Assist

2 = Do

3 = Do and Supervise

4 = Supervise

5 = Direct

TABLE 21

PERFORMANCE LEVELS -- RANGE AND OVERLAP
QUARTERMASTER

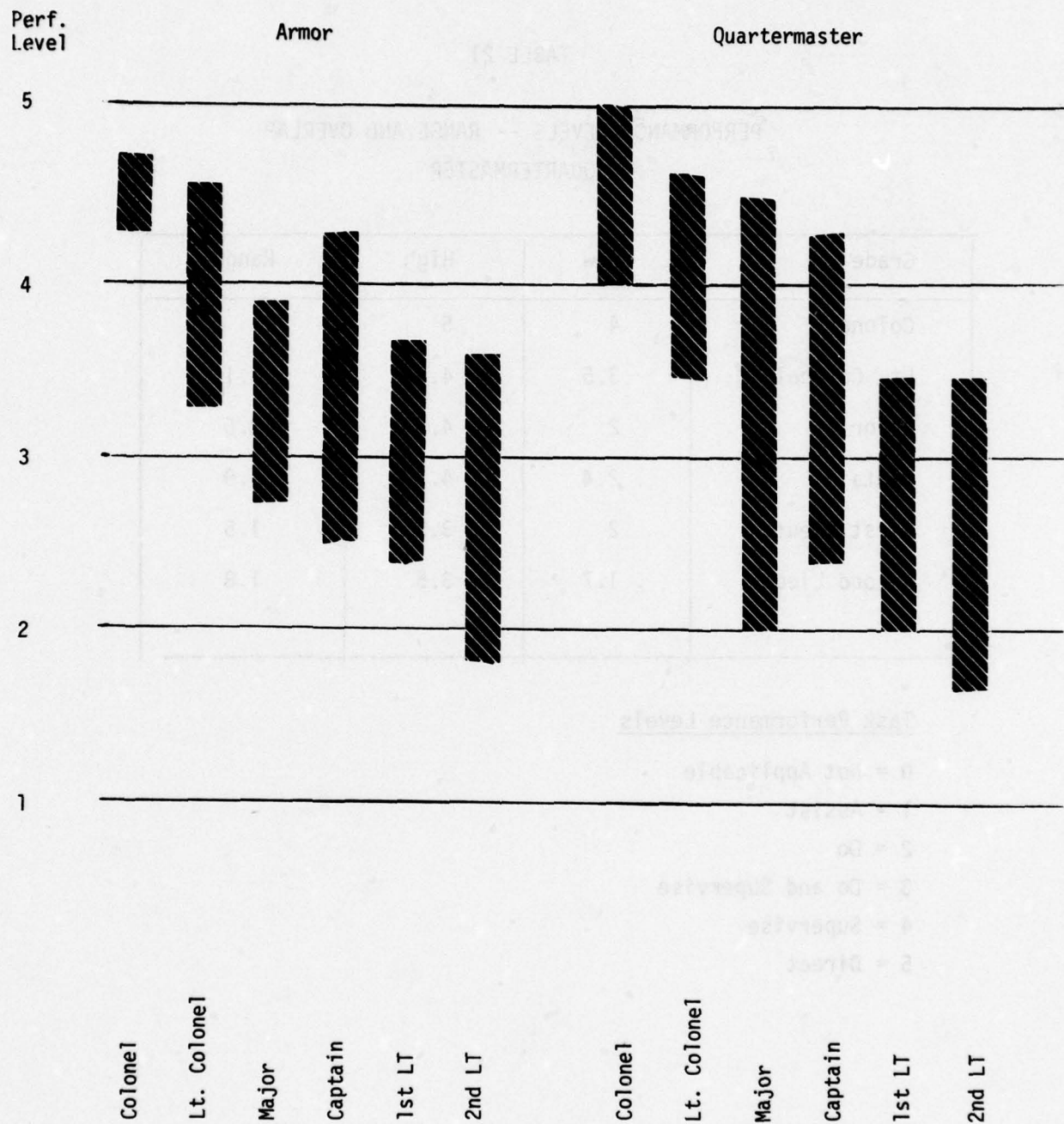
Grade	Low	High	Range
Colonel	4	5	1
Lt. Colonel	3.5	4.6	1.1
Major	2	4.5	2.5
Captain	2.4	4.3	1.9
First Lieut.	2	3.5	1.5
Second Lieut.	1.7	3.5	1.8

Task Performance Levels

- 0 = Not Applicable
- 1 = Assist
- 2 = Do
- 3 = Do and Supervise
- 4 = Supervise
- 5 = Direct

TABLE 22

MEAN PERFORMANCE LEVELS OF OFFICER DUTY MODULE TASKS
RANGE AND OVERLAP



Task Performance Levels

0 = Not Applicable	3 = Do and Supervise
1 = Assist	4 = Supervise
2 = Do	5 = Direct

TABLE 23

PERFORMANCE LEVELS -- RANGE
MID-POINTS

Grade	Armor	Q.M.	Difference	Variation
Colonel	4.48	4.50	.02	.004
Lt. Colonel	3.93	4.05	.13	.033
Major	3.27	3.25	.02	.006
Captain	3.44	3.35	.09	.026
First Lieut.	3.03	2.85	.28	.092
Second Lieut.	2.70	2.60	.10	.037

Task Performance Levels

0 = Not Applicable

1 = Assist

2 = Do

3 = Do and Supervise

4 = Supervise

5 = Direct

Mean of Variation -- .033 or 3.3%

Mean of Variation without
grade of First Lieutenant -- .021 or 2.1%

presentation of the clustered tasks within the modules having five columns on the right side of Duty Module sheets was intended to permit variation of the levels of performance because of the grades of incumbents, or for other reasons. For this reason it was not necessary to so write the modules as to indicate the specific grades of incumbents. However, without intentionally writing task clusters to specify grades, some Duty Modules tend to describe positions with higher probabilities of having incumbents of higher grades than others. For example, a battalion commander or a depot commander would be best described by modules designed to fit the positions, including a module common to commanders, rather than a large number of modules for "directing" or "supervising" tasks designed primarily for his subordinates and staff. In view of these considerations, matrices were prepared from previously conducted Armor, Infantry and Quartermaster field surveys (Tables 24, 25, and 26). Each matrix shows a number of Duty Modules performed only by senior officers, and similarly, a number that seems applicable only to junior officers.

Further analysis shows, however, this appearance is deceptive. Of the 29 Duty Modules that are shown for field grade officers only, none are repeated for Armor, Infantry, and Quartermaster; only four are repeated on two of the three lists. The other 25 appear only one time. Of the 23 Duty Modules that are shown only for company grade officers, none are repeated on all three lists, and only five are repeated on two of the three lists. Moreover, one of the modules (O-H-2) appears on the Infantry list for Company Grade Officers only, but it is on the Quartermaster list for Field Grade Officers only. Thus, it appears that as a general finding, Duty Modules show a very weak, if any, correlation with grade levels of position incumbents.

An analysis of the wording of Duty Modules on the Company Grade only and Field Grade only lists was made to find whether some specific modules might indicate the grade required. Several modules appear from title and content applicable only to more senior officers. These included O-A-8, Directs, Coordinates, and Supervises a Staff, O-A-9, Performs Executive Staff Secretariat Functions; and O-A-12, Performs Overall Programming

TABLE 24

ARMOR GRADE/DUTY MODULE MATRIX

DUTY MODULES	A-12	F-2	F-3	F-4	F-5	J-4	FF-6	J-2	A-8	E-1	D-3	W-4	E-3	D-1	D-2	W-2	A-3	A-5	A-2	U-1	E-1	A-10	U-3	U-6	F-1	C-1	C-2	U-4	U-2
GRADE																													
Colonel	1	1	1	1	1	1	1	1	1	1							1	1	3	1	1	1							
Lt. Colonel																	6	6	6	6	6	6	3	3					
Major								1	5	8	1	1	3	7	7	8		12	11	1	1	7	3	11					
Captain																	24	4	28	22	28	25	2	25	25	5	4	1	3
1st Lieutenant																			9	6	6	6	1	14				1	
2nd Lieutenant																				11	12	12		12					
Total Times Used	1	1	1	1	1	1	1	2	6	9	1	1	3	7	7	8	31	17	57	47	60	50	9	65	25	5	4	1	42

Figures show number of times used by sample of officers of each grade

TABLE 25

INFANTRY GRADE/D

DUTY MODULES	K-1	A-8	A-9	B-4	W-5	J-1	J-2	W-7	W-2	E-3	A-1	W-3	J-3	C-1	M-1	C-5	I-6	L-1	I-1	C-2	D-2	W-1	D-1	D-3	F-5	F-6	F-4	A-3	L-3
GRADE																													
Colonel	1							2	1	1																		5	3
Lt. Colonel	1	2	1	1	2	2	2	2		3	1	1	1							1	3	1	4	1				5	5
Major		3	1	1	1	2	1	3	1	6	1	2		1	1	1	2	2	2		6		5	2	1	1	1	4	13
Captain								1	2	2	1	2	1				1	2	1	1	2	2	4	5	4	1		16	6
1st Lieutenant																				1	1	3	1	3	2	2	1	2	6
2nd Lieutenant																													
Total	2	5	2	2	3	4	3	8	4	11	3	5	2	1	1	1	3	4	3	3	12	6	14	11	7	4	2	32	33

Figures show number of times Duty Modules used by sample of officers of each grade

TABLE 25

INFANTRY GRADE/DUTY MODULE MATRIX

	D-1	D-3	F-5	F-6	F-4	A-3	E-2	U-1	A-5	E-1	A-2	N-1	O-1	J-2	B-1	O-2	B-3	A-6	X-2	U-6	X-3	A-7	F-2	F-3	A-10	K-2	K-6	C-1	A-11	W-4	U-4	U-2	U-3	U-5	N-3	HH-3	Sample Size
						5	3	4	4	4	4	1	1																								6
4	1					5	5	5	13	4	22			1	2	2	2	1	6	2																	23
5	2	1	1	1	4	13		13	7	39	5	2	2	2	5	4	4	2	9		2	2	2	1	1												41
4	5	4	1		16	6	9	11	17	43	6		1	3	3	3	4	5	9	3		4	5	6	1	1	1	5	1								48
1	3	2	2	1	2	6	11	3	26	19	1		1					15	13	1		2	1	8			1	8	3	2	5	3	2			39	
								3	20	8	1	9			1	1	1	1	7	16		1	1	1	6				7	3		5	1	2	1	2	26
4	11	7	4	2	32	33	26	47	78	135	14	12	5	11	10	10	8	42	40	6	3	9	8	21	1	1	2	20	7	2	10	4	4	1	2	640	183

TABLE 26

QUARTERMASTER GRADE/DUTY MODULE MATRIX

DUTY MODULES	A-7	I-3	K-2	U-1	F-2	K-1	A-5	F-5	FF-6	D-1	E-2	L-1	M-1	HH-9	A-3	A-2	E-1	HH-2	HH-6	B-4	N-1	F-7	HH-1	HH-3	F-1	FF-8	M-1	U-6
GRADE																												
Colonel														2	1													
Lt. Colonel	1	1	1	1	1	1	5	1	1					1	1	7	2	1	1									
Major					1	1	4	2		1	1	1	1			9		1			2	1						
Captain							3	1	1					1	8	16	11	2	1	1	1	4	1	1	2	8		
1st Lieutenant														2	1	4	5						3	3		1	1	2
2nd Lieutenant														3	1	1	10	5	1		1	1	1	2	1			
Total Times Used	1	1	1	1	2	2	12	4	2	1	1	1	1	9	12	37	28	9	3	3	6	1	5	7	9	1	1	2
																												176

Figures show number of times Duty Module used by sample of officers of each grade

Evaluation and Reviews Staff Work. Duty Modules for specific staff functions also tend to indicate senior officers. For Company Grade officers, a similar analysis shows that some Duty Modules describe very specific jobs that would logically be assigned to junior officers. These include O-U-2, Directs and Controls Mortars; O-U-4, Directs and Controls Heat Seeking Type Air Defense Weapons; O-U-5, Directs and Controls Antitank Elements; and O-F-1, Performs Supply Operations at Consumer Unit Level. Of the 73 Duty Modules included in this study only these seven appear reasonably appropriate for indicating grades for position incumbents.

Study of these matrices, which show assignments of Duty Modules by grades for Armor, Infantry, and Quartermaster officers, fails to confirm an hypothesis that specific Duty Modules can be used to determine appropriate grades for position incumbents.

In conclusion it is found that generally, Duty Modules have been written as position descriptors with primary direction toward function rather than grade. However, in some respects, they can be found to give indications of the grade generally required for certain types of positions. The criticality of Duty Modules appeared initially to have some relationship to grade, but further analysis disproved that hypothesis. The levels at which Duty Modules are performed also seemed at first to have some relationship to grade. Further study gave more credence to this supposition, and as the analysis became more exhaustive, this relationship was confirmed, but a number of limitations were revealed. The closest relationship was found to be the midpoint of the performance level by grades. However, the range of the performance level is so wide in each grade that an overlap exists, which varies for some grades. Moreover, many individual Duty Modules, for many positions are exceptions to the computed central tendencies. Some specific Duty Modules are found to be grade discriminatory. In the study made of the relationship of individual modules to grade, matrices were prepared for possible confirmation of this relationship for significant numbers of modules. These indicated, however, that the Duty Modules could not be used as specific determinants of grade.

It was found that quantitative evaluations of grades and Duty Modules, as well as grades and positions, can be made on the basis of applicable Duty Modules, if the sample is large, and central tendencies are used. However, individual case analysis reveals too many exceptions to permit practical utilization of the general finding.

CHAPTER 4.

Conclusions and Recommendations

1. With regard to traditional approaches:
 - a. Manpower management techniques are not suitable for converting officer spaces to enlisted spaces in any significant number.
 - b. Modification of position authorization criteria for officer positions does not seem to be a fruitful avenue of approach for converting officer spaces to enlisted status.
 - c. The officer job evaluation system is unsuitable for reducing the grade of a specific number of officer spaces.
2. Duty Modules are of significant value in reengineering officer positions to enlisted status in TD units where the jobs are often based on technical knowledge and the command function is not paramount.
3. Duty Modules may indicate officer positions in TO units which are closely related to enlisted positions, but there are many overriding considerations in combat units which preclude any job reengineering from officer to enlisted status. It is difficult to make the qualitative transition from officer to enlisted.
4. Duty Modules were built to show the commonality among officer jobs and, as currently constituted, are not suitable for establishing the grade of officer positions. However, they can be useful in reengineering officer position grades in TD units.
5. Quantitative evaluation of positions by using Duty Modules has possibilities; but limitations are revealed when techniques are applied to a grade for a specific position. Although the number of tasks in Duty Modules, the number of Duty Modules in a position, and the criticality of Duty Modules have little relationship with incumbent grades, performance level of Duty Modules has a positive relationship with position grades, and some Duty Modules indicate a junior or a senior grade officer. However, the overlap between adjacent grades and the large number of exceptions to the "rule" limit practical application.

6. The data suggest that one possible area of application, not explored in this study, is the reengineering of jobs to lower skill requirements when such skills are in short supply. This can be carried through to the reengineering of the basic design of an organizational structure to make best use of existing talent. For example, establishing an overseas facility to operate and maintain complex equipment using indigenous personnel.

APPENDIX A

REFERENCES

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APPENDIX A

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APPENDIX B

DUTY MODULES COVERING FOOD SERVICE OFFICER POSITION

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Date: January 1976

Code:

Identification No. _____

DUTY MODULE 0-A-2 Performs general administration		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0014	Prepare administrative SOPs and instruction.			X			
0015	Monitor security of classified documents.						X
0003	Prepare and review administrative correspondence, memoranda, and reports.			X			
0006	Establish and monitor arrangements for collection and distribution of mail within unit.						X
0008	Screen incoming correspondence and distribute for action or information.						X
0017	Establish and operate suspense system.				X		
0018	Authenticate orders and official correspondence.				X		
0019	Establish and post files of records and regulations.		X				
0012	Review, interpret and apply directives and information.				X		
0020	Schedule appointments, conferences, and other such activities.				X		
0021	Provide for reproduction and duplication services.			X			
0004	Prepare and review unit journal, historical records and morning report (or change reports for centralized systems).						X
0005	Administer unit funds.						X
0007	Establish and operate unit message center.						X
0013	Prepare daily bulletin or similar publication.						X

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

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Date: October 1975

Code:

Identification No. _____

DUTY MODULE 0-A-5 Supervises a staff section, detachment, or office		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0027	Gather, interpret and apply pertinent directives and information.				X		
0028	Organize personnel and other resources into functional elements to accomplish mission.				X		
0029	Prescribe standing operating procedures for internal functioning.				X		
0030	Schedule and allocate work, assign priorities, issue guidance.				X		
0031	Monitor, review and evaluate work.			X			
0032	Operate a system for filing, retrieval, display and reporting of information.		X				
0033	Provide for office services and clerical support.		X				
0034	Monitor safeguarding classified information and other aspects of internal security.						X
0035	Motivate, evaluate, and counsel subordinates.				X		

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

Date: October 1975

Code:

Identification No. _____

DUTY MODULE 0-FF-4 Performs food service advisor staff functions		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
1247	Provide technical guidance and training in food service methods and equipment.			X			
1248	Conduct food service studies.				X		
1249	Inspect food service facilities and recommend awards and corrective action.				X		
1250	Study and apply modern food service methods.			X			
1251	Operate food service facilities to feed troops.		X				

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

APPENDIX C

DUTY MODULES FOR FOOD SERVICE SERVICE SUPERVISOR (ENLISTED POSITION)

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Do not check items not applicable to your position

DUTY MODULE: E-A-1 PERFORMS GENERAL ADMINISTRATION AT COMPANY LEVEL HEADQUARTERS	Supervise	Do and Supervise	Do	Assist
1. Open and make entries in unit journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Coordinate operation of unit administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare organizational and functional charts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Advise commander on administration of the company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Coordinate operation of unit supply and transportation . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Coordinate operation of unit mess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Prepare court martial charge sheets and cover sheets . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Prepare proposed changes to MOS, TOE and TDA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Prepare unit orders, correspondence, reports, forms and records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Prepare SOIs and SOPs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Prepare unit morning report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Conduct NCO calls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Coordinate operation of unit mail service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Prepare unit punishment record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

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Do not check items not applicable to your position

DUTY MODULE: E-A-4		Supervise	Do and Supervise	Do	Assist
TYPES, FILES AND PERFORMS GENERAL CLERICAL OPERATIONS					
1. Type draft material for review		[X]	[]	[]	[]
2. Type correspondence, reports, messages, orders, forms and labels		[X]	[]	[]	[]
3. Cut stencils and ditto masters		[X]	[]	[]	[]
4. Operate duplicating, reproduction, adding and billing machines and related office equipment		[]	[]	[]	[]
5. Establish, post, classify, screen and retire files		[]	[X]	[]	[]
6. Retrieve requested files or single items from files		[]	[]	[X]	[]
7. Charge-out, charge-in and safeguard file items		[]	[]	[]	[]
8. Assemble correspondence, reports, and inclosures in proper arrangement		[]	[X]	[]	[]
9. Procure and distribute correspondence, publications and office supplies		[]	[X]	[]	[]
10. Receive and post changes to regulations and publications		[]	[X]	[]	[]
11. Register and safeguard classified documents		[]	[]	[]	[]
12. Act as receptionist and keep appointment calendar		[]	[]	[X]	[]
13. Receive and deliver telephone messages and printed material		[]	[]	[X]	[]
14. Code and decode messages		[]	[]	[]	[]
15. Establish and operate a suspense file system		[]	[X]	[]	[]
16. Prepare briefing aids and operate vu-graph		[]	[]	[]	[]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%		
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical		Critical		Average		Least Critical	
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT			

Do not check items not applicable to your position

DUTY MODULE: E-G-1 PERFORMS USER MAINTENANCE ON INDIVIDUAL AND UNIT EQUIPMENT AND WEAPONS		Supervise	Do and Supervise	Do	Assist		
1. Clean equipment and weapons	[] [] [X] []						
2. Service equipment and weapons with lubricants, fuels, coolants and fluids	[] [] [] []						
3. Waterproof, fungi-proof and otherwise prepare equipment and weapons for unusual climatic conditions	[] [] [] []						
4. Replace lamps, wiper blades, firing pins and similar minor parts	[] [] [] []						
5. Conduct pre-operation and post-operation visual and manual inspection	[] [X] [] []						
6. Identify and report malfunctions and defects in weapons and equipment	[] [] [X] []						
7. Make entries in weapon and equipment log books	[X] [] [] []						
8. Use simple hand tools	[] [X] [] []						
Percent of Total Job Time Spent on Entire Duty Module:							
		0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:							
		The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?							
		Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

DUTY MODULE: E-H-4	Supervise	Do and Supervise	Do	Assist	Not Applicable
PROVIDES FOOD SERVICE AND ADVICE ON FOOD SERVICE ACTIVITIES					
1. Inspect food service operating and training facilities, food preparation, meals served, and mess personnel.....	[]	[X]	[]	[]	[]
2. Establish and monitor centralized food service activities.....	[]	[X]	[]	[]	[]
3. Operate field food service	[X]	[]	[]	[]	[]
4. Prepare and coordinate food service programs	[]	[]	[X]	[]	[]
5. Conduct studies and prepare reports on food service activities	[]	[X]	[]	[]	[]
6. Operate food cost control and accounting systems	[X]	[]	[]	[]	[]
7. Compare nutrition requirements of personnel with menus.	[]	[]	[X]	[]	[]
8. Improve food service methods and equipment by technical guidance and training	[]	[X]	[]	[]	[]
9. Study and apply current food service technology	[]	[]	[X]	[]	[]
10. Examine food service equipment for maintenance and serviceability	[]	[X]	[]	[]	[]
11. Inspect food service personnel	[]	[X]	[]	[]	[]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your position

DUTY MODULE: E-K-1 LEADS, MOTIVATES, DIRECTS AND SUPERVISES, AS NONCOMMISSIONED OFFICER	Supervise	Do and Supervise	Do	Assist
1. Take charge of subordinate enlisted personnel or elements, by authority of position and seniority (e.g., squad leader) and/or authority delegated by superior (as in case of first sergeant or platoon sergeant).	()	()	(X)	()
2. Interpret and supervise execution of commander's policies and unit SOP	(X)	()	()	()
3. Direct and supervise subordinates in combat operations, . .	()	()	()	()
4. Direct and supervise subordinates in care and maintenance of weapons, equipment and facilities	()	()	()	()
5. Direct and supervise subordinates in non-combat activities (besides 4 above)	()	()	(X)	()
6. Motivate subordinates to achieve effective performance and teamwork, by example and by using leadership techniques to enhance esprit de corps, morale, confidence and loyalty and to incentivate effort	()	()	(X)	()
7. Apply or recommend disciplinary measures within authority	()	()	(X)	()
8. Recommend promotions, awards, decorations, etc., and concur/non-concur in leaves/passes, etc.	()	()	(X)	()
9. Advise superiors on matters concerning subordinate enlisted personnel, or otherwise within purview, and represent them to superiors	()	()	(X)	()
10. Take care of subordinates and look after their welfare	()	()	(X)	()
11. Inspect subordinate activities and/or assist commander or other superior in inspections	()	(X)	()	()
12. Represent commander or other officer superior, authorized or directed	()	()	(X)	()

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	ECT or AIT	Service School	Unit Training or School	OJT	

APPENDIX D

TANK COMPANY OFFICERS DUTY MODULES

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Date: January 1976

Code:

Identification No. _____

DUTY MODULE 0-A-2 Performs general administration		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0014	Prepare administrative SOPs and instruction.			X			
0015	Monitor security of classified documents.				X		
0003	Prepare and review administrative correspondence, memoranda, and reports.			X			
0006	Establish and monitor arrangements for collection and distribution of mail within unit.			X			
0008	Screen incoming correspondence and distribute for action or information.						X
0017	Establish and operate suspense system.		X				
0018	Authenticate orders and official correspondence.				X		
0019	Establish and post files of records and regulations.		X				
0012	Review, interpret and apply directives and information.				X		
0020	Schedule appointments, conferences, and other such activities.						X
0021	Provide for reproduction and duplication services.						X
0004	Prepare and review unit journal, historical records and morning report (or change reports for centralized systems).		X				
0005	Administer unit funds.				X		
0007	Establish and operate unit message center.		X				
0013	Prepare daily bulletin or similar publication.						X

1. DO MODULE AND TASKS APPLY TO YOUR POSITION	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

Preceding Page BLANK

Date: October 1975

Code: _____

DUTY MODULE 0-A-3 Exercises command authority in military justice matters		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0022	Issue formal admonitions and reprimands.				X		
0023	Prefer charges.				X		
0024	Appoint investigating officers, boards, and members of courts-martial.						X
0025	Review and take command action on findings of investigating officers, courts, and boards.				X		
0026	Exercise authority of non-judicial punishment under UCMJ.				X		

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

Date: October 1975

Code: _____

DUTY MODULE 0-A-10 Counsels and evaluates subordinates as troop leader and takes action on personal problems		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0076	Interview, consult, and counsel subordinates concerning personal problems, performance and career development, or for other leadership purposes.				X		
0077	Investigate and seek information to counsel, advise, or assist subordinates.				X		
0078	Pursue follow-up actions to help resolve personal problems of subordinates, coordinating with any other authorities concerned.				X		
0079	Evaluate subordinates.				X		

		(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
1. DO MODULE AND TASKS APPLY TO YOUR POSITION:						
a.	In actual or simulated combat operations and support?					
b.	In garrison and other than <u>a</u> ?					

		(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:								
a.	In actual or simulated combat operations and support?							
b.	In garrison and other than <u>a</u> ?							

		(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:						
a.	In actual or simulated combat operations and support?					
b.	In garrison and other than <u>a</u> ?					

Date: October 1975

Code: _____

DUTY MODULE 0-A-11 Supervises troop appearance and care and maintenance of materiel and facilities		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0080	Operate "motor stables" or similar activity for care and maintenance of vehicles, aircraft and associated equipment.		X				
0081	Monitor care and maintenance and security of weapons and other equipment.				X		
0082	Monitor care, security and maintenance of facilities, grounds, and installation property in unit custody.				X		
0083	Monitor dress and appearance of subordinate personnel and care and maintenance of their individual uniform clothing and equipment.				X		
0084	Perform maintenance record administration in unit.		X				
0085	Inspect troops, equipment and facilities.				X		

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical

Date: October 1975

Code:

Identification No. _____

DUTY MODULE O-E-1 Trains troops and/or civilian employees in units and activities		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0277	Prepare training schedules in accordance with training programs and directives.			X			
0278	Prepare lesson plans for training.			X			
0279	Arrange for training areas, training materials and aids.			X			
0280	Teach formal classes by lecture.			X			
0281	Conduct group instruction.			X			
0282	Conduct demonstrations.			X			
0283	Conduct individual on-the-job training.			X			
0284	Conduct practical applicatory team training.			X			
0285	Manage range firing.			X			
0286	Conduct physical training.			X			
0287	Conduct unit, operational training exercises.			X			
0288	Monitor and inspect training.				X		
0289	Test and evaluate training status and proficiency.				X		
0290	Post training records, training publications, and submit training reports.			X			

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:

- a. In actual or simulated combat operations and support?
- b. In garrison and other than a?

(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical

Date: October 1975

Code:

Identification No. _____

		(5)	(4)	(3)	(2)	(1)	(0)
		Direct	Supervise	Do and supervise	Do	Assist	Not applicable
DUTY MODULE O-F-1							
Performs supply operations at consumer unit level							
0309	Prepare supply SOP and directives for unit supply.		X				
0310	Determine unit requirements and prepare requisitions.			X			
0311	Arrange for drawing and turn-in of supplies, equipment, and weapons.		X				
0312	Store, secure, control, and issue unit supplies, equipment, and weapons.		X				
0313	Prepare unit property and supply records and reports.		X				
0314	Prepare individual clothing and equipment records.		X				
0315	Inspect condition and verify quantities of organizational equipment, weapons, and supplies.			X			
0316	Prepare reports of survey and droppage certifications.		X				
0317	Process items for repair and salvage.		X				
0318	Arrange for laundry and dry cleaning services and footgear repair.		X				

1. DO MODULE AND TASKS APPLY TO YOUR POSITION.	(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:	(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a. In actual or simulated combat operations and support?							
b. In garrison and other than a?							

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB	(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical
a. In actual or simulated combat operations and support?					
b. In garrison and other than a?					

Date: October 1975

Code:

Identification No. _____

DUTY MODULE 0-U-1 Directs and controls employment of Infantry and Armor maneuver unit		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0787	Interpret orders, obtain intelligence and other information pertaining to mission.				X		
0788	Evaluate relevant factors including mission, enemy, terrain and troops, reconnoiter physically or by use of maps and photos, and make estimate of situation.				X		
0789	Plan disposition and employment of unit.				X		
0790	Arrange for and coordinate fire support.				X		
0791	Issue orders to carry out unit's mission.				X		
0792	Inform own, superior, subordinate, and adjacent units on situation.				X		
0793	Coordinate actions with friendly units and civil authorities.				X		
0794	Evaluate operations progress and modify orders as the situation warrants.				X		
0795	Check personnel, weapons, equipment and supplies, and prepare for further operations.			X			
0796	Plan and employ communications.			X			
0797	Employ surveillance radar, sensing devices and take other measures to establish local security.			X			
0798	Employ and coordinate use of rotary wing aircraft in tactical operations.				X		
0799	Assign personnel to duty, inspect work, train in proper procedures and provide leadership.				X		
0800	Employ armor vehicle launch bridge.						X

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:		(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks		
a.	In actual or simulated combat operations and support?							
b.	In garrison and other than a?							
2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:		(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%
a.	In actual or simulated combat operations and support?							
b.	In garrison and other than a?							
3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:		(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical		
a.	In actual or simulated combat operations and support?							
b.	In garrison and other than a?							

Date: October 1975

Code:

Identification No. _____

DUTY MODULE 0-U-6 Participates individually and directly in ground combat		(5) Direct	(4) Supervise	(3) Do and supervise	(2) Do	(1) Assist	(0) Not applicable
0832	Fight enemy at close range with individual weapons or in hand-to-hand combat.						X
0833	Employ night vision equipment in reconnaissance and target identification.				X		
0834	Sense effect of fire, and adjust fire accordingly.				X		
0835	Drive vehicle in combat when regular operator is incapacitated or unavailable.				X		
0836	Employ first aid.				X		
0837	Operate crew-served weapons when regular crew is depleted.				X		
0838	Operate field telephone and voice radio.				X		
0839	Serve in patrols as required by the tactical situation.				X		

1. DO MODULE AND TASKS APPLY TO YOUR POSITION:

- a. in actual or simulated combat operations and support?
b. In garrison and other than a?

(0) Not applicable	(1) Little applicability	(2) Several of tasks	(3) Majority of tasks	(4) All of tasks

2. PERCENT OF TOTAL TIME SPENT ON THIS DUTY MODULE:

- a. In actual or simulated combat operations and support?
b. In garrison and other than a?

(0) Not applicable	(1) 1-9%	(2) 10-29%	(3) 30-49%	(4) 50-69%	(5) 70-89%	(6) 90-100%

3. RELATIVE CRITICALITY OF THIS PART (MODULE) TO ENTIRE JOB:

- a. In actual or simulated combat operations and support?
b. In garrison and other than a?

(0) Not applicable	(1) Least critical	(2) Average	(3) Critical	(4) The most critical

APPENDIX E

TANK COMPANY 1ST SERGEANT DUTY MODULES

Do not check items not applicable to your job

DUTY MODULE: E-A-2		Supervise	Do and Supervise	Do	Assist
PERFORMS UNIT SUPERVISION AND CONTROL OF PERSONNEL					
1.	Inspect personnel, equipment, and living and dining areas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Process incoming and outgoing personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Establish and post unit files, ARs, and Circulars	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Prepare unit orders, correspondence, and SOPs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Prepare and review work schedules, duty rosters, and administrative and technical reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Prepare recommendations on personnel actions and personnel management at the unit level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Form unit for military formations and conduct dismounted drills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Schedule leaves and passes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Prepare sick slips	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-B-2		Supervise	Do and Supervise	Do	Assist
CONDUCTS AND COORDINATES TRAINING IN THE UNIT					
1.	Evaluate personnel and recommend training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Inspect and report on conduct of training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Coordinate unit training schedules and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Organize unit schools and train instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Request, recommend, allocate, and inspect training sites	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Prepare or adapt training plans and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Coordinate training support facilities and personnel . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Conduct on-the-job training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Conduct unit training and training exercises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Conduct individual training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Prepare lesson plans and training aids	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Initiate and post training records and reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical		Average		Least Critical
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-C-1 OPERATES UNIT TACTICAL COMMUNICATIONS EQUIPMENT EXCLUDING USE OF MORSE CODE	Supervise	Do and Supervise	Do	Assist
1. Install and operate telephone equipment to communicate within armored vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Install and operate radio telephone equipment to communicate within platoon and company	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Install and operate field telephone switchboard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establish and operate radio remote control station	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Establish and operate field communications relay station	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Read, interpret, and follow SOI in operating communications equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Encode and decode messages using simple codes and cipher devices	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Employ transmission security, authentication procedures and counter countermeasures such as frequency changes against enemy intercepts, false messages, and ECM such as jamming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Serve as net control station	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Connect and disconnect communications equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Erect radio antennas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Lay and maintain field wire lines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Serve as mounted or dismounted messenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-D-1	Supervise	Do and Supervise	Do	Assist
OPERATES UNIT COMBAT SUPPORT VEHICLES				
1. Spot paint vehicles	[X]	[]	[]	[]
2. Service vehicles with gas, oil, lubricant, coolant, and minor parts	[X]	[]	[]	[]
3. Inspect and maintain gas particulate filter unit . . .	[X]	[]	[]	[]
4. Remove and install access covers and drain plugs . . .	[X]	[]	[]	[]
5. Remove and install tracks, track components, or chains	[X]	[]	[]	[]
6. Remove, install, inspect, and replace fire extinguishers	[X]	[]	[]	[]
7. Drive wheel vehicles and trailers	[X]	[]	[]	[]
8. Drive track vehicles and trailers	[X]	[]	[]	[]
9. Load and unload vehicles	[X]	[]	[]	[]
10. Prepare vehicle records	[X]	[]	[]	[]
11. Use towing winch	[X]	[]	[]	[]
12. Mount and dismount vehicle weapons	[X]	[]	[]	[]
13. Load, inspect, and lash vehicles and equipment for rail and air movement	[X]	[]	[]	[]
14. Perform organizational maintenance on combat support vehicles	[X]	[]	[]	[]
15. Prepare vehicles for specialized operations	[X]	[]	[]	[]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-E-1		Supervise	Do and Supervise	Do	Assist
PREPARES AND EMPLOYS MAPS, CHARTS, AND INSTRUMENTS IN LAND NAVIGATION					
1.	Determine scale of aerial photographs and identify ground objects	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Read maps and aerial photographs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Sketch terrain maps from visual data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Prepare and employ overlays	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Control orientation and direction of movement by compass	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	Plot distances and locations and determine elevations by intersection or other techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Determine course, distance, and location with protractor and map scale	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Determine approximate azimuth from sun and stars	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE E-E-2 ENGAGES ENEMY WITH TANK AND ARMOR VEHICLE MOUNTED ASSAULT WEAPONS		Supervise	Do and Supervise	Do	Assist
1.	Employ tank gun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Employ tank missiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Employ tank mounted machine gun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Employ searchlight for battlefield illumination and target identification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Boresight and adjust tank gun and associated fire control equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Calculate minimum elevation for gun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Set out aiming stakes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Estimate horizontal and vertical angles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Remove misfires	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Conduct weapons registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Give fire commands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Adjust fire by determining and applying range and deflection corrections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Uncrate, inspect, inventory, and stow ammunition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Employ laser and other range finding equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Troubleshoot tanks and armor weapons malfunctions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical		Average		Least Critical
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not check items not applicable to your job

DUTY MODULE: E-E-3		Supervise	Do and Supervise	Do	Assist
DRIVES TANKS AND ASSOCIATED ARMOR COMBAT VEHICLES					
1.	Drive tanks and armored vehicles in combat and non-combat situations	[X]	[]	[]	[]
2.	Drive amphibious vehicles in combat and non-combat situations	[X]	[]	[]	[]
3.	Perform field repair of vehicle track system	[X]	[]	[]	[]
4.	Receive and respond to verbal, hand, light, and flag signals in driving vehicles	[X]	[]	[]	[]
5.	Stow rations, ammunition, and personal equipment in tanks	[X]	[]	[]	[]
6.	Perform pioneer work on trails and parking areas	[X]	[]	[]	[]
7.	Operate tank mounted bulldozer	[X]	[]	[]	[]
8.	Operate fuel transfer pump, turret seal, and bilge pumps	[]	[]	[]	[]
9.	Operate auxiliary generator and engine	[X]	[]	[]	[]
10.	Install and operate infra-red periscope in night driving	[X]	[]	[]	[]
11.	Conduct safety checks on tanks and armored vehicles	[X]	[]	[]	[]
12.	Service armored vehicles	[X]	[]	[]	[]
13.	Perform organizational maintenance on tanks and armored vehicles	[X]	[]	[]	[]
14.	Prepare vehicles for specialized operations	[X]	[]	[]	[]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical		Average		Least Critical
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-E-7		Supervise	Do and Supervise	Do	Assist
PARTICIPATES IN GROUND TACTICAL OPERATIONS AS MEMBER OF A MANEUVER UNIT					
1.	Analyze mission, terrain, enemy, own, and supporting units to determine and plan scheme of maneuver	[]	[]	[]	[X]
2.	Prepare and issue written or verbal operations orders and warning orders	[]	[]	[]	[X]
3.	Continually analyze situation, make on-the-spot decisions, and issue modifying orders	[]	[]	[]	[X]
4.	Participate individually in tactical operations as team member or immediate supervisor in establishing bases of fire, advancing to contact, assault, defense, etc..	[]	[]	[]	[X]
5.	Use camouflage cover, concealment, and/or dispersion	[]	[]	[X]	[]
6.	Prepare deliberate and hasty defense positions, clear fields of fire and construct obstacles	[X]	[]	[]	[]
7.	Serve as messenger or liaison agent	[]	[X]	[]	[]
8.	Keep self, subordinates, superior, and adjacent elements informed of tactical situation	[]	[]	[]	[X]
9.	Identify and report casualties	[]	[X]	[]	[]
10.	Employ first aid and establish field sanitation	[]	[X]	[]	[]
11.	Establish and maintain local security	[]	[X]	[]	[]
12.	Capture, search, segregate, safeguard, and evacuate POWs	[]	[]	[]	[X]
13.	Call for and control air strikes and supporting ground fire	[]	[]	[]	[X]
14.	Utilize enemy equipment and prepared positions	[]	[X]	[]	[]
15.	Prepare field messages and sketches	[]	[X]	[]	[]
16.	Coordinate use of electronic surveillance devices	[]	[]	[]	[X]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical	Average	Least Critical		
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	

Do not check items not applicable to your job

DUTY MODULE: E-G-1 PERFORMS USER MAINTENANCE ON INDIVIDUAL AND UNIT EQUIPMENT AND WEAPONS	Supervise	Do and Supervise	Do	Assist
1. Clean equipment and weapons	[X]	[]	[]	[]
2. Service equipment and weapons with lubricants, fuels, coolants and fluids	[X]	[]	[]	[]
3. Waterproof, fungi-proof and otherwise prepare equipment and weapons for unusual climatic conditions	[X]	[]	[]	[]
4. Replace lamps, wiper blades, firing pins and similar minor parts	[X]	[]	[]	[]
5. Conduct pre-operation and post-operation visual and manual inspection	[X]	[]	[]	[]
6. Identify and report malfunctions and defects in weapons and equipment	[X]	[]	[]	[]
7. Make entries in weapon and equipment log books	[X]	[]	[]	[]
8. Use simple hand tools	[X]	[]	[]	[]

Percent of Total Job Time Spent on Entire Duty Module:	0-10%	10-30%	30-50%	50-70%	70-90%	90-100%
Relative Criticality of the Entire Duty Module to My Job:	The Most Critical	Critical		Average		Least Critical
How Did You Acquire the Skills of this Duty Module?	Civilian Training	BCT or AIT	Service School	Unit Training or School	OJT	